

VOLUME XI

NUMBER 7

# The A.T.A. Magazine



OFFICIAL ORGAN OF THE

ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI



## The Alberta School Trustees' Magazine

OFFICIAL ORGAN OF THE

ALBERTA SCHOOL TRUSTEES' ASSOCIATION

MARCH, 1931

### FACTS AND FIGURES ONLY—SOULLESS SAVANTS THE PRODUCT

“**W**HEN have we emphasized knowledge and ignored feeling and sometimes conduct? Is it that we have made a god of the written examination? Can we not measure life in some of its phases by the sparkle in the eye, by the change in countenance or by the performed deed? Does it not sometimes seem as if in the mad rush to acquire truth we were in danger of excluding beauty from the schools, and of making conduct secondary in the life? It may be a disgrace for us to be lacking in intelligence and in the skills peculiar to the school-room, but is it not a more serious fault to be lacking in appreciation of beauty as manifested in dress, speech, music, form and color, and carriage of body? Is it not more serious still to be lacking in power of self-government and self-control, and power to mingle happily with others?”

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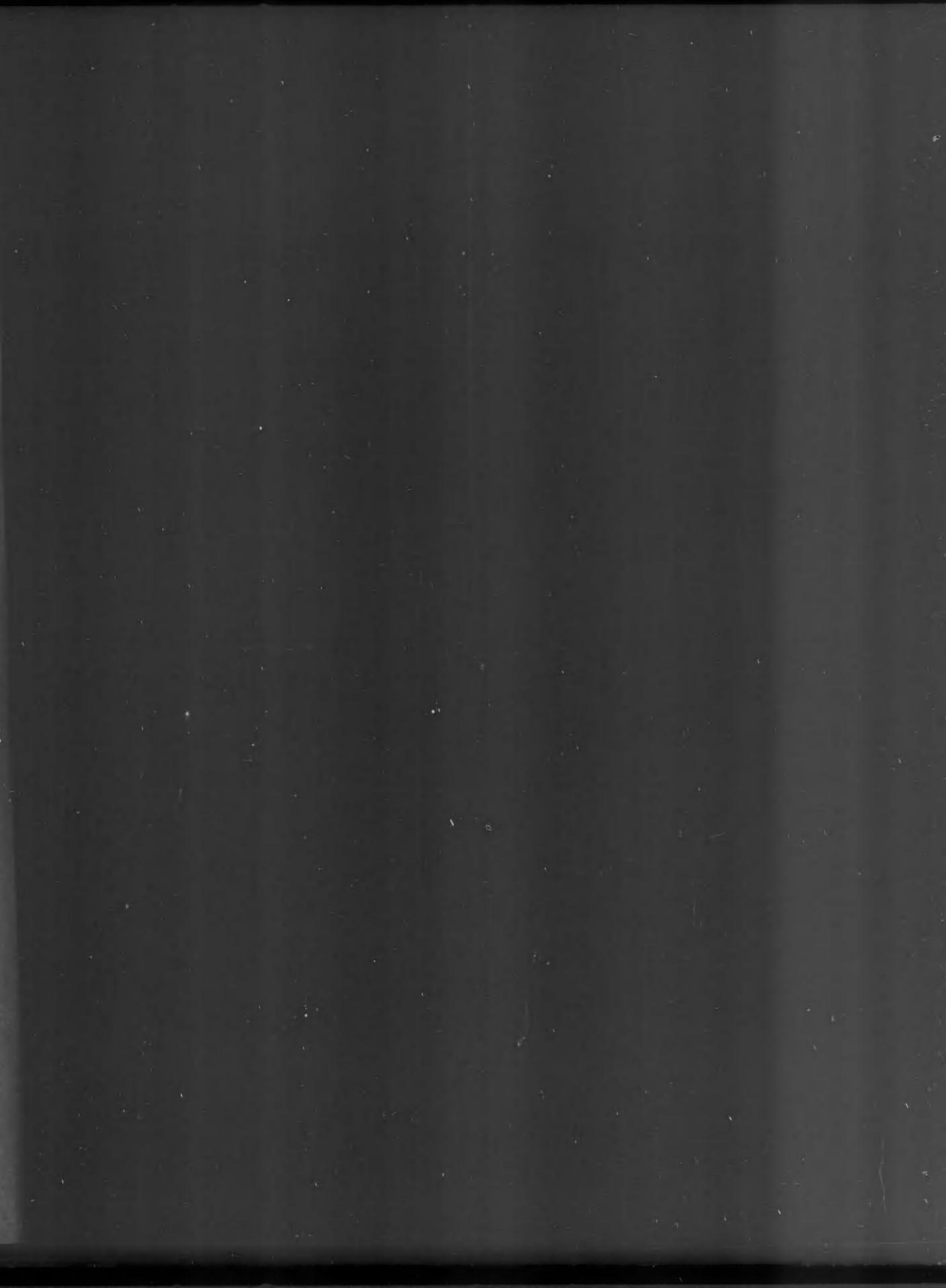
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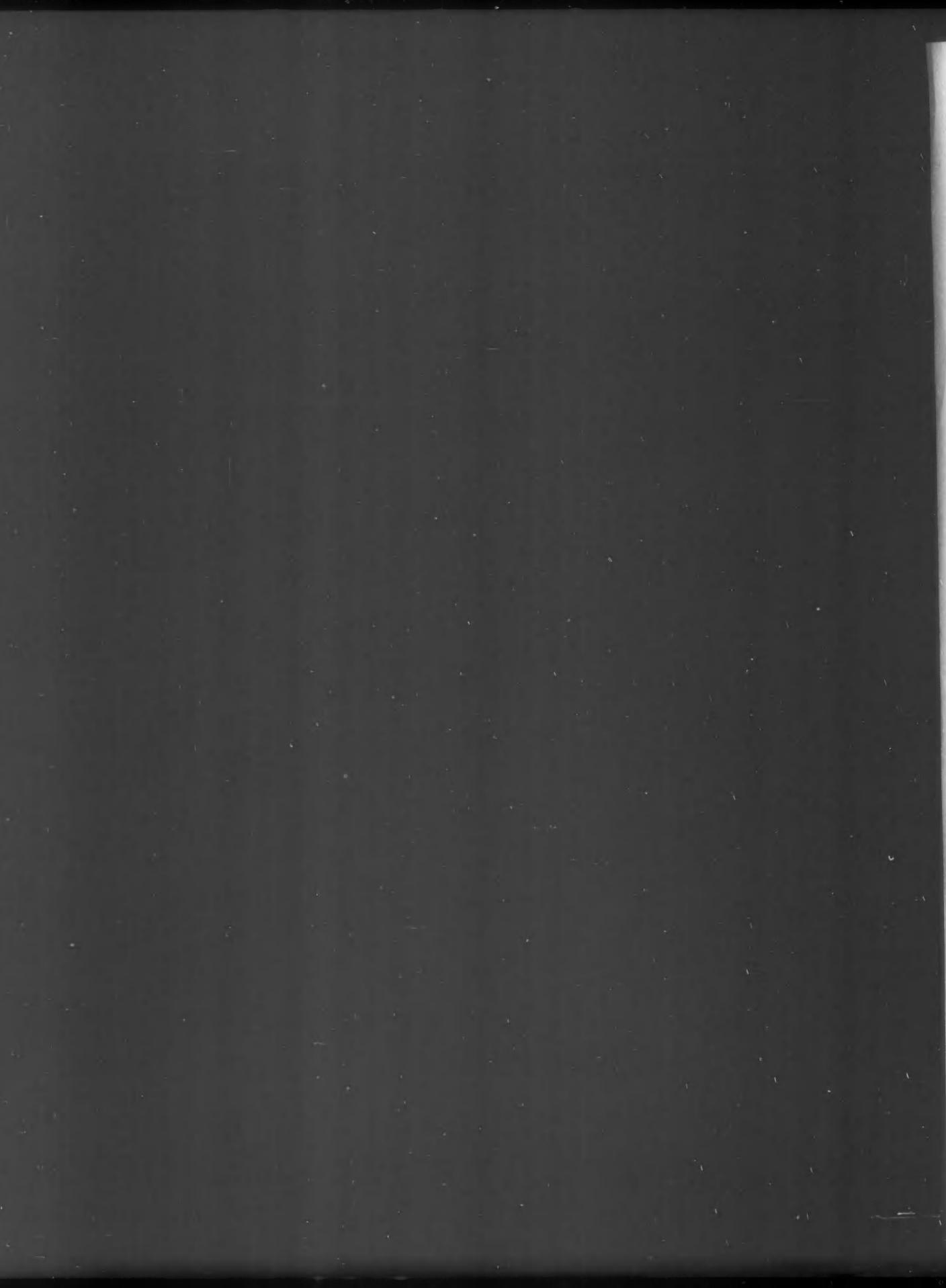
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# The A.T.A. Magazine

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Official Organ of the Alberta Teachers' Alliance, Inc.

Vol. XI

EDMONTON, MARCH, 1931

No. 7

## Modes of Behavior

By DR. H. E. SMITH, University of Alberta

A BOY of ten years of age, whom we shall call by the innocuous name of John Smith, is addicted to stealing, lying, and cheating in his school tasks. He has other bad habits, too, such as gourmandizing at table, being persistently late for meals, and demanding the attention of his mother until he gets to sleep at night. In short, he is a "bad egg," both at home and in school. In intelligence John is a high normal, in appearance attractive, and in conversation very engaging and convincing. Where should one look for the cause of the boy's misbehavior? In his inheritance? In his endocrine glands? In his home environment? In some unhappy childhood experience which has been repressed? Or in all of these?

A girl, Flossie, is very shy and retiring. She studies and reads a great deal, but seems afraid to play with the other children. The teacher thinks her a bit queer, because frequently she tells exaggerated and fantastic stories of her experiences. She is exceedingly sensitive. Should one say that this girl is normal and that everything is all right with her?

Here is a boy of fourteen years, Jim R., who is a great bully. He is in Grade V and hates school. His chief delight is to get the little boys fighting, and if they won't fight he mauls them himself. He usually gets blamed for disturbances both in class and on the playground. He says that all the teachers "have it in for him."

Then there is the child in Grade I who stutters badly—so badly, indeed, that his attempts to answer questions are painful to the class and apparently agonizing to himself. Consequently very soon no more questions are asked, the boy drops behind his companions, and spends two years in Grade I. Yet the doctors are unable to discover any defect in his speech mechanism.

Among adults we find even stranger ailments. We all know the individual who is forever complaining about his various ills. It appears that he has headaches, blurred vision, eye-strain, nausea, abdominal pains, insomnia, no appetite, no energy or vitality. The picture is one of complete physical exhaustion. He has tried everything—doctors, medicines, and cures, but of no avail. Just recently he has heard of a new medicine and is eagerly looking forward to the supply of it which he has ordered by mail.

Another person has a persistent feeling of anxiety about his heart. He feels well, and repeated medical examinations show him to be perfectly

fit. Yet he is in constant fear of heart failure. He spends a great deal of time guarding himself against the slightest physical exertion or emotional stress lest his heart should stop beating.

Then there are the persons who have oddities of behavior: facial twitchings, grimaces, jerking movements of the head or shoulders, frowning or contracting the eyebrows, and stammering. More serious afflictions are those of partial or complete blindness, paralysis of one or more limbs, periodic fainting spells or seizures, somnambulisms, fugues, and other forms of personality dissociation.

The question is how to account for these varied forms of behavior. Shall they be regarded as normal, quasi-normal, or abnormal? In order to answer such questions it is essential to have in mind a conception of the normal individual and to have some theory as to why he behaves as he does.

### Theory of Behavior

One does not have to work very long with children, or with adults either for that matter, before realizing that human beings are not primarily motivated by reason or intelligence. Their purposes, ambitions, and motives are of a more fundamental character, partaking of the nature of emotions, desires, or appetites. If it were otherwise such disturbances as wars, divorces, crimes, and the like social disorders, would yield rapidly to the rule of reason and justice. Similarly, if it were otherwise, the success of those who aim to influence human behavior would be based much less than it is upon appeals to pride, prejudice, avarice, fear, suggestibility, love, and similar dispositions. We must, then, examine life as it is.

Human nature may be analyzed into different phases or aspects. One of the most valid of such analyses is into the three phases: (a) cognitive, (b) conative, and (c) affective. Under "cognitive" are included all such processes as perceiving, reasoning, remembering, and imagining. These processes are to be thought of as adaptive mechanisms, bringing the individual into contact with his environment. The "conative" aspect includes tendencies to activity, variously referred to as urges, drives, impulses, or desires. It is analogous to a force or energy which eventuates in a response of some sort, either overt or in the form of thinking, imagining, etc. The term "affect" covers both feelings and emotions. Its nature is partly that of cognition and partly that of conation. Under stress of emotion the senses frequently are narrowed to a focal point, the individual becoming oblivious of all

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else save one aspect of a total situation. On the other hand the effect of emotion is also to intensify the response. In this way it acts as a motivating principle.

It is probable that all three phases of mental life are involved in every response the individual makes. He becomes aware of a stimulus, experiences some measure of feeling in regard to it, and reacts in some manner. It is not certain that the order indicated above is correct in all instances. Sometimes the emotion may follow the response, sometimes precede it, sometimes they may be simultaneous and mutually augmentative, and sometimes the emotion itself may constitute the response.

Many theories have been advanced regarding the motivation of behavior. One of the oldest is called the pleasure-pain principle. This means that an individual will do what brings pleasure or satisfaction and avoid what brings pain or dissatisfaction. By and large this principle does explain a great deal of behavior. There are many apparent exceptions, as when a mother risks her life for her offspring, or a person undergoes great hardship to rescue another whom he has never seen before and will likely never see again. If the theory is stretched to cover behavior of this sort it becomes only vaguely explanatory. What is it that constitutes satisfaction and what dissatisfaction for any particular individual? Is there not some more fundamental motive, or array of motives, which condition even pleasure and pain?

Modern psychology, and especially the psychology which deals with abnormal behavior, is finding a more adequate theory of motives in the hypothesis that life itself provides an urge or a number of urges towards fairly definite forms of activity. If a single urge is postulated it is frequently called the libido. If more than one urge is recognized it means that life energy, the libido, is broken into certain components described usually by the modes of activity which they severally take. Thus we have the fear or flight urge, the curiosity urge, fighting, self-assertion, sex or the parental urge, self-abasement; and urges which are more commonly called appetites, as hunger, thirst, sleep, and play.

These are the driving forces, the motive powers, giving direction and end to life activity, more elemental than intelligence, and, indeed, using habits and intelligence as means to the goals which have been otherwise fixed. It is not necessary to assume that the goals or purposes are consciously recognized by the organism. Indeed, it is more likely that the goals are seldom fully realized even by the most intelligent human beings. It is probable that the ends to which the vast majority of life activities are directed are perceived only dimly or not perceived at all.

The interesting question is: What does the individual do when activities directed to the realization of some urgent purpose are blocked either by an environmental obstacle, by his own incapacity, or by contradictory and opposing urges within himself? The theory which we propose subsequently to develop is that the various types of behavior suggested at the beginning of this article can be explained most adequately as diverse modes which different urges assume when their normal expression is blocked.

## The World Federation of Education Associations

By J. D. FERGUSON, M.A.

THE welter of misunderstanding, suspicion and jealousy that characterized the period prior to, during and after the Great War, caused thoughtful men to look to education as a possible corrective for these unsatisfactory conditions. For instance, Sir Rabindranath Tagore, the great poet and mystic, spoke of education as the solvent for the world's troubles. H. G. Wells characterized present civilization as a race between education and catastrophe. Einstein claimed that the greatest task which lies ahead of the schools in all lands is to instruct the youth in the need for, and in the means of international understanding and co-operation. Moreover, that the League of Nations could do nothing more effective than to turn its energies to the collecting of the experiences of the races and the contributions of the nations with one common source of information that would furnish the schools with the material by which to reach this objective.

It was due to the expression of such opinions that the National Education Association in 1923 invited the representatives of all nations to participate in an educational conference. Out of this conference came the world-wide merger of more than one hundred educational organizations in all parts of the world known as The World Federation of Education Associations. Since then this organization has met in biennial conferences at Edinburgh, Toronto, Geneva, and is to meet this year from July 27th to August 1st, in Denver, Colorado.

The Association has now become a great World University with about twenty well-defined departments presided over by capable directors, with each department functioning in some vital aspect of the educational field.

The Conference programme consists in part of prepared addresses by men and women of international renown, who can speak authoritatively on the subjects presented, and, in part, of open and free discussion in which all who attend the Conference have the privilege of participating. This round-table conference affords an opportunity for the exchange of valuable information relative to what is taking place educationally throughout the world.

The Association through its publications acts as a clearing house by making educational discoveries of importance available to the interested workers in all countries. At the present time it has several committees at work along the line of research suggested by Einstein and it is expected that these will be in a position to report valuable progress at the Denver Conference.

The World Federation seeks to co-operate with all organizations working for the advancement of world unity. It claims that there is no valid reason why civilization, like any other worldly project, should not be carefully planned, and that there is no reason why those elements of character and

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## Objective Tests

C. B. WILLIS, M.A., D. PAED.

THREE articles on Objective Tests have appeared recently in *The A.T.A. Magazine*. These articles are of such a clear, comprehensive, practical character that it is not intended in this article to cover the same ground in the main, but the subject will be viewed from the standpoint of the administrative, inspectorial and supervisory officials handling such tests.

It must be pointed out in beginning that the word objective is rather a misnomer. The scoring, not the test, is objective. Further, it may be in the minds of some that this objective marking is not present in the scoring of our Departmental examinations and that tests which require several sentences for an answer cannot be scored objectively. As a matter of fact, such questions as "Give four terms of the Constitutional Act" or "State three mistakes made by Brutus and Cassius" may be scored very nearly as objectively as can any objective test.

The present Departmental examinations are, to a large extent, marked objectively. No one knows how much variation exists among the various markers on such parts of the examinations as cannot be marked objectively, but with the precautions taken at present, this variation cannot be very great in most subjects and certainly is much less than that found by Starch, Ruch and others, where there was no co-ordination of the different standards of scoring. Further, it must be pointed out that in the cases where a few marks are really important as meaning pass or failure, the precautions are redoubled.

It is, however, highly desirable to have careful research work on the variability of marking on Departmental examinations. A number of papers in each unit should be marked by every member of the group of markers for that subject to determine the variability. Such work must of necessity be under the direction of a trained, administrative research worker.

A set of objective tests for use in the Departmental examinations would require to be made under the direction of an administrative research worker with training and experience such as is possessed by very few educationists in the province. This becomes clear when it is known that such men as Curtis, Monroe, Thorndike and McCabe have all made at least as many useless as useful tests even in the Elementary school subjects in which test making is comparatively easy while of the whole range of tests not more than 10% are of much value. The High school subjects present a much more difficult problem for the makers of objective tests.

No objective test has been very satisfactory until tried out on quite a number of pupils and redrafted several times. Such a procedure would be difficult in the case of Departmental examinations. Probably the best method for a subject like History would be the drafting of a comprehensive test covering all facts that could reasonably be covered by a test of

this nature. These questions could be tried out on enough pupils to detect weaknesses and to obtain tentative standards for the questions by trying out different parts on different groups of pupils with a few questions tried out on all pupils. If these items were given to the teachers, their teaching on the factual side would be concentrated on the essential facts. This would allow the teacher more time on the more important phases of the work.

To digress, the present course of study is very vague regarding what facts should be taught in many subjects, such as History, Geography, etc., also regarding just what facility is required in addition, etc. Under the guise of making the course broad, examinations and inspectors frequently require knowledge of trivial facts out on the extreme fringe of the course of study, and so there is a lack of thoroughness in the teaching due to an attempt to teach everything. There is no reason why the facts required should not be stated definitely in the course of study, and so taught thoroughly. The important side of broad cultural education lies, not in learning a large number of trivial facts but rather in the realm of ideas.

While objective tests were not originally intended for examination purposes, they may be used for that purpose. Tests are of little value to the individual teacher unless standardized, but carefully prepared tests might be used on the Departmental examinations without standardization if the pass mark were placed at a point expressed in terms of the Standard Deviation below the median (about  $\frac{1}{2}$  S.D. below).

Such a standard is essential, whether objective tests or the present examinations are used, to prevent the present highly variable requirement for passing.

It is very important that the percentage of success at Departmental examinations on a number of test questions be obtained in each of the High school units. These questions could then be repeated after a number of years so that a comparison of present standards with those a few years hence could be made. There is a shrewd suspicion that the requirements for passing in Grades IX to XII have been lowered considerably during the last ten years. However, nobody is sure. In education, we have not as yet got to the point where we have facts on such important points, though nearly everybody is ready to guess.

With regard to tests, recall tests are greatly superior to recognition tests which should seldom be used. It is very doubtful whether most examinations test reasoning, the higher thought processes, or even appreciation in Literature. They test the ability of the pupil to recall and reproduce the statements made by the teacher along these lines. Understanding of what teacher and text say does, no doubt, aid in this recall and reproduction. To test the higher thought processes questions on a new set of situations which had not been taught would be required. It is doubtful whether reasoning, etc., can be taught. To test such would require a test somewhat like the Abbott test of appreciation of and dis-

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crimination in poetry where the student is required to select the best and worst piece of poetry from three which are much alike—thirteen of these three parallel pieces of poetry being given. It is quite possible that the higher thought processes may be measured, but ordinary examinations on material which has been taught will not measure them though the common opinion is that they do.

For inspection in city schools, a great improvement would be introduced if tests were administered in each room about the third week in September and again about the first of June—the same tests or rather other parallel forms of the same tests being given in June as had been given in September. It is important that the same test be given in all rooms at the same time. These tests must measure capacity in Arithmetic, Spelling, Writing, Reading, etc., though tests in content subjects may possibly be used at the end of the year.

The improvement found should be shown as a percentage of the average improvement for the grade for the city and this figure should be divided by the average I.Q. of the class to correct for ability. The average of these results for the various subjects would give a very satisfactory indication of a teacher's work.

Such a system was used at the Eastwood school for several years and gave a fair deal to the teacher who produced 125% to 135% of an average year's work but did not work the class up to the proper pitch of nervous over-excitement to get an Excellent on her inspector's report. It gave a fair deal also to the teacher who got an Excellent by showing the proper amount of pep, activity, excitability and near hysteria, but who let down the other days of the year and produced about 90% of an average year's work.

The test administered in September could be used as a basis for supervision. Instead of a blanket order to put 20 minutes on spelling, etc., per day, some teachers would be advised to put 40 minutes per day and others 20 minutes on the subject on the basis of their test results. Thus the teacher's attention would be directed to the weak subjects early in the term. Tests could also be given from time to time during the year for supervisory purposes to determine how thoroughly any part of the work has been learned. It must be pointed out that tests must either be standardized or a test must be put on in a good many classes at the same time, thus partially stand-

ardizing it; otherwise the results will be worthless. The putting on of objective tests in one or a few rooms by a teacher, principal or supervisory official is largely a waste of time unless standardized tests are used since the results are meaningless. It is necessary not only to know what a class can do on a test but what they should do.

The above point would appear to be self-evident, but in the present vogue many teachers, principals, etc., are making this mistake. Further, tests are better put on near the end of the year since all classes should be on a par in review work then, but a low score in mid-year may mean that the teacher has not yet thoroughly reviewed the work that is tested.

Diagnostic tests are not highly regarded except by the superficial educational psychologist since the practical administrator realizes that to follow them up would take two experts for each class room.

To summarize:

1. Unstandardized tests have limited uses except where they are put on in a large number of classes at the same time and so partially standardized.
2. The making and interpretation of tests cannot be done except by experienced educational administrators who have had two or three years' university training in tests.
3. Objective tests may be used as a very satisfactory method of teacher rating if the year's improvement and the class intelligence are taken into account.
4. Such tests test objectives in education except sustained recall and organization of items recalled about as well as examinations. Neither test the higher thought processes to any great extent.
5. Departmental examinations are to some extent objective tests. The degree of their objectivity should be found out. Further objective tests could well be used.
6. A few test questions on the Departmental examinations should be standardized so that they may be used again after a few years to find out whether the pass standard is constant or not.
7. A department of tests and standards is needed at the University or the Department of Education to make tests and standardize them.
8. Each city should have a department of tests, measurements and supervision to make their work in supervision and teacher rating reasonably accurate.

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## The World Outside

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New Zealand lies shaken and stricken. Quake follows quake; public buildings, hospitals, homes topple and fall. There is heard the roar of brick buildings tumbling! Oil tanks exploding! Fire and devastation! Frenzied people! Wholesale death and destruction and means of communication is wiped out! Water systems wrecked, sanitation presents a serious problem. Against this upheaval the people are defenceless. The town of Napier and others are almost obliterated. The captain of the naval sloop Veronica, anchored in Napier harbor, did what was possible to bring relief to the stricken people, and carried to other points the report of conditions.

\* \* \* \* \*

Geneva is the centre from which emanates suggestions which overlap national boundaries to link together governments and peoples in common action for the benefit of all. The International Labor Office, a body composed of representatives of employers, governments and employees, has been making a world-wide survey of the economic problem. It has outlined a programme for international action looking towards the amelioration of unemployment conditions in all lands. This programme includes public works on an international scale, to be begun at the earliest possible period. The setting up of public agencies to teach workless men new jobs—and arrangements for the free movement of labor across national boundaries to parts where most needed. All elements—employer, government and employee have been unanimous in the recommendation of this outline of activity to the fifty-four nations to whom it has been sent out.

\* \* \* \* \*

Oslo, Norway, has been holding an economic conference of northern nations. Briand's plan of a European union was too large a bite. It stuck in the throat of the peoples. The Oslo convention gives promise of union on lesser scale. The findings are published. These northern countries have formed an agreement regarding custom duties. Signatories will make no change without duly notifying the others, who will be able to discuss in advance any proposed modification. In these countries, Norway, Sweden, Denmark, Belgium, it is felt a step is being taken in the interest of economic peace. Great Britain, who has considerable trade with Belgium, it is expected will eventually adhere to the treaty.

\* \* \* \* \*

From South Eastern Europe comes another note bright with promise of international accord. Greece furnished the initial motive force. Athens, seat of ancient culture, was the rallying point. The Balkan States provide the radial lines along which the summons sounds, the International Peace Bureau the voice that took up the trumpet, calling men from Turkey, Albania, Bulgaria, Jugo-Slavia,

Roumania and Greece. The delegates were members of parliament, university professors, presidents of chambers of commerce, presidents of railways, bankers and other leading men of affairs—making a conference semi-official in character. The League of Nations and International Peace Bureau were strongly represented. Commissions of the League took an active part. For instance, the Transit Commission sketched far-reaching plans for improvement in inter-Balkan communications, roads and railways; and in other ways a basis was laid for future collaboration between these states. It is somewhat significant that the final gathering of the conference took place at Delphi, where spake the voice of the oracle of old. From this historic shrine, the eloquent voice of a great leader made a dramatic and moving appeal to the Balkan lands to unite. This conference will be an annual event, a permanent secretariat having been formed, and preparations for the 1931 congress are well under way. It is bringing together in the interest of all and for the advantage of each, nations erstwhile thought of as the powder magazine of Europe. It may be that a bond of union is in the forging.

\* \* \* \* \*

The Council of the League of Nations has, in another instance, proved an efficient monitor. The offender, the Polish Government—the offended, the minority people of Upper Silesia. The offence was against minority rights as outlined by the League. Redress was sought by the sufferers through the League. The matter came up before the League's Council at its late meeting and it was dealt with. Reproof was given in a tactful but unhesitating manner. It was accepted and redress administered. Such an instance shows progress made. The minds of the nations are becoming more and more amenable to the principle of arbitration and conciliation as a means of ensuring a greater measure of justice and avoiding the clash of arms and the shedding of blood.

\* \* \* \* \*

"Living on air" has a new significance. A firm, the Norsk Hydro Company, has, it is estimated, an annual output of nitrogen fertilizer, manufactured from free nitrogen of the air, to the value of \$20,000,000. The nitrogen is obtained from the air by means of the electric arc process. The plants are situated at Rjukan, Notodden and on the island of Heroen, in the Frierfjord. Energy is derived from six water power stations developing altogether 470,100 horse power and two steam power stations producing 17,000 horse power.

\* \* \* \* \*

In 1903, Sam Eyde, an engineer, and Prof. Kristian Birkland agreed to pursue the idea of oxidizing free nitrogen. Their experiment led to the formation of the Norsk Hydro firm in 1905. A French bank and German scientific research

came to their assistance. Thus the remarkable development of this industry is due to the co-operation of three great peoples—French finance, German research, Norwegian skill and scientific management and the result is cheap fertilizer for the agriculturist of Norway.

\* \* \* \* \*

Into Vancouver's magnificent harbor sail 1,300 deep-sea vessels, many of them built in Vancouver shipyards. From 106 countries they come to discharge and take on cargo. Vancouver is a port where East meets West and exchange of commodities is made. In Vancouver eight elevators, the growth of as many years one might almost say, give storage room to the grain of the western prairie lands. Across the broad Pacific hungry mouths of Chinese millions would fain be fed from that wealth of stored food these elevators hold.

\* \* \* \* \*

The International Conference to consider reform of the calendar will be convened by the Council of the League of Nations during the second fortnight of October this year. Preceding it in May or June there will be held a meeting of a preparatory committee of experts from different countries, preparing the way.

\* \* \* \* \*

*Interdependence* gives the following item of news in which all teachers are interested:

"The Prime Minister, Rt. Hon. R. B. Bennett, has accepted the invitation of the League of Nations Society to deliver a radio address over the Trans-Canada hook-up of the Canadian National Railways and affiliated stations on Sunday afternoon, March 1st. He will speak from Ottawa for fifteen minutes, beginning at 4:45 o'clock Eastern Standard Time. His address will immediately precede the All-Canada Symphony Hour Feature of the Canadian National Railways."

\* \* \* \* \*

"Information on industrial and other conditions in all parts of the world is brought together and published by the International Labor Office. Its principal publications are *The International Labor Review*, a monthly, and *Industrial and Labor Information*, a weekly. Those who are unfamiliar with these publications can be assured of finding a mint of valuable information in them," says *Interdependence*.

\* \* \* \* \*

Word comes from England of the fusion of two important weekly journals, *The Nation* and *The New Statesman*. The latter used as a sub-title the descriptive phrase, "A weekly review of politics and literature," and the same phrase would have been equally applicable as a sub-title for *The Nation*. During the years from 1907 to 1923, *The Nation* was edited by H. W. Massingham and recognized as one of the most brilliantly written papers of that time. It is only necessary to recite the names of the staff Massingham gathered about him, to understand how his paper earned its reputation—H. W. Nevinson, H. N. Brailsford, C. F. G. Masterman, H. M. Tomlinson, J. L. Hammond, J. A. Hobson. Here was a galaxy indeed. And of Massingham himself, one of his staff wrote: "But, of course, the real centre and core of it all was the Editor." And another: "Journalism as Massingham practised it, was leadership. . . . Week by

week in *The Nation* his sensitive mind sought to convey to his readers its own estimate of the values of life. He was striving for a humarer civilization and battling against every form of commercialism, vulgarity and cruelty."

During the sixteen years of Massingham's editorship of it, few papers can have had a greater influence than *The Nation* had on its readers. But its readers were few in comparison with the numbers who read the "popular" press. So with *The New Statesman*; and that may be the reason why the two papers are now joining forces. It may be a necessary move to keep themselves from being forced to cease publication. If so, every enlightened and liberal-minded person must wish the new venture success.

\* \* \* \* \*

A great new bridge across the Nile river in Uganda, has recently been opened to traffic—rail, road, and foot. This is the only bridge in the first 1,300 miles of the Nile's course, and it is expected to assist greatly in opening up the western half of Uganda by providing through transport to the coast for the products, such as sugar, coffee, rubber, and timber, in which that district is very rich.

\* \* \* \* \*

Through the publication of Andree's diaries, found last year on White Island by some of the men from a whaling vessel, the story of his ill-fated expedition is at last revealed. The balloon in which he and his two associates, Strindberg and Fraenkel, had hoped to reach the Pole, floated for only sixty-five hours and then came down on the ice less than 300 miles from their starting point. The three men struggled across the ice-floes from the middle of July to the beginning of October in an effort to reach land. But everything went against them and they were finally cast away on White Island, where it is thought they were frozen to death, as there were food, weapons and oil, still in good condition, found by the men who discovered the bodies last year.

\* \* \* \* \*

In an article in *The New Leader*, Mr. Shiva Rao, of Madras, one of the Trade Union members of the Round Table Conference, has this to say of the differences between Hindu and Muslim, of which so much was said at the Conference: "These communal differences do not express the real life that is throbbing in India. The young men and women have no share in them; the masses are not concerned in them. The coming problems are social and economic. In their solution, the divisions will not be Hindu and Muslim, but landlord and peasant, employer and worker."

\* \* \* \* \*

Dr. P. W. Kuo, for several years past director of the China Institute in America, has been called home to China in the interests of educational affairs in the Far East. Dr. Kuo was one of the delegates to the meeting at San Francisco at which the World Federation of Education Associations was organized and has been one of the leaders in promoting its development.

\* \* \* \* \*

In September, 1929, the League of Nations set up a Commission of Inquiry into "the alleged existence of slavery and forced labor in Liberia." The Commission consisted of one member appointed by the Government of the United States, one

member appointed by the Government of Liberia and a third appointed by the Council of the League. The report of the Commission was made public in January. Slave-raiding and slave-trading were found to exist, together with all the terrible conditions inseparable from such practices. It was found that forced labor had been made use of even by Government officials, chiefly in motor-road building, and for building civil compounds and military barracks. The Commission made certain suggestions and recommendations, which have been accepted in principle by the Liberian Government.

The League of Nations in 1930 was specially active in three respects: First, the nature of the general economic depression, its causes and possible remedies have occupied a prominent place in the League's enquiries. It is now engaged in studying the gold situation, and the causes and possible remedies of recurring economic crises. Second, the conclusion of a draft disarmament convention which is to form the basis of the first general disarmament conference. Third, great progress has been made in the acceptance of the principle of compulsory jurisdiction of the Permanent Court of International Justice, thirty-four out of fifty-four members of the League now being bound by it.

### HOW CZECHOSLOVAKIA TEACHES THE TEN COMMANDMENTS

(Translated from the German by MRS. DEANS)

In the schools of Czechoslovakia blackboards with the following injunctions printed are in common use:

1. Love your school-mates, they will be your companions for life and work.
2. Love instruction, the food of the spirit. Be thankful to your teachers as to your own parents.
3. Consecrate every day by one good useful deed and kindness.
4. Honor all honest people, esteem men but humble yourself before no man.
5. Suppress all hatred and beware of insulting your neighbour; be not revengeful but protect your own rights and those of others. Love justice and bear pain and misfortune courageously.
6. Observe carefully and reflect well in order to get a truth. Deceive not yourself or others and beware of lying, for lies destroy the heart, the soul and the character. Suppress passions and radiate love and peace.
7. Consider that animals also have a right to your sympathy and do not harm or tease them.
8. Think that all good is the result of work; he who enjoys without working is stealing bread from the mouth of the worker.
9. Call no man a patriot who hates or has contempt for other nations or who wishes and approves wars. War is the remains of barbarism.
10. Love your country and your nation, but be co-workers in the high task, that shall make all men live together like brothers in peace and happiness.

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### Legislative Assembly Members' Viewpoints on Education

(A Resumé of References Made in the  
Legislature)

*Mr. H. Laing*, of Medicine Hat, stressed the point that more attention should be given to the education of children of Returned Soldiers. Much had already been done, but the work should be extended. Mr. Laing also dealt with the excess teacher problem and favored the limitation of loans to Normal students. Loans should be awarded on a competition basis.

Mr. Laing also introduced a resolution recommending that the Department of Education in conjunction with the University, take the necessary steps toward making possible the teaching of second year Arts subjects in the High schools of the province, wherever the local School Board should so desire.

His reasons for advocating this were:

(a) Because many students were financially unable to attend University, but might pursue equivalent studies if given locally.

(b) There are many advantages to be derived in being able to receive this training in home atmosphere and under a system of intensive training.

*Mr. Donald McLeod*, of Stony Plain, spoke very strongly in favor of enlarging the administrative unit for rural schools, together with a flat rate of taxation for school purposes throughout the province.

*Hon. Perren Baker*, Minister of Education, during the course of his address, dealt effectively with the advancement of education in the province during the past year, and quoted statistics showing the great strides accomplished in education since 1920. In 1930, Grade VIII examinations were written in 1,948 schools, 1,062 more than in 1921. In 1920, 6.7% of the total enrolment in Alberta schools was enrolled in the High schools, in 1930 this percentage had increased to 12.66%.

Much has been done for technical education. The Government is prepared to pay 43% of teachers' salaries, and 25% of cost of equipment for technical education.

*L. Gibbs*, of Edmonton, spoke in favor of teachers' pensions and library development. He made the suggestion that dormitory schools might be established to help meet the educational needs in isolated districts.

Dealing with the over-production of teachers, Mr. Gibbs advocated that in taking steps to reduce the supply, the improvement in the calibre of the teaching profession should be considered.

*Dr. Atkinson*, Edmonton, made the statement that education in this province was due for a great forward movement. He lauded the Minister of Education and his efforts, but stated that the development of education was proceeding too much along academic lines. This was the age of practical things. Efforts of education should be towards fitting a boy or girl for that to which he or she is adapted. Dr. Atkinson stressed the value of vocational training, and praised the work of Principal Hicks, of Edmonton, along this line.

## EDUCATIONAL RESEARCH DEPARTMENT

EDITED BY M. E. LAZERTE, PH.D.

### PROBLEM SOLVING IN ARITHMETIC

IN a series of tests that were given recently throughout the Province, there were included a number of quiz items covering various types of processes that may or may not be associated with the business of solving problems. These items were not placed in a test because of their known importance, but they were so included in the hope that their significance or irrelevance might be determined. Although the tests cannot be scored for some time, a sample of two hundred and forty-one papers was taken at random from the whole number. The summary of data from this sample is given below, for the information of those who kindly co-operated in giving the tests.

#### Tests That Were Given

A problem test of ten examples was given to Grades III to VI inclusive. The examples were selected so that Grade III pupils could solve only the first two or three on the list, while Grade VI pupils might be expected to deal rather successfully with the entire list of ten. The difficulty of each problem had been determined in 1929.

Each pupil who attempted the ten problems attempted also the following items on test X34567.

1. A man bought 225 sheep at \$9.00 each. He sold 90 of them at \$12.00 each.

If you subtract 90 from 225 you get 135. What does this 135 tell you?

2. You are given these three facts:

Fact 1: There are 6 books on the table.

Fact 2: Each book has 45 pages.

Fact 3: There are 150 words on each page.

To find how many words there are in the book you would use facts 2 and 3.

Which facts would you use to find how many pages there are in the six books?

Which facts would you use to find how many words there are in the six books?

3. In one month a man works 8 hours a day for 22 days, and receives 40 cents an hour for the work.

You find how much money he receives each day by multiplying 40 by 8.

How would you find how many hours he works in the month?

4. A storekeeper sells 15 cases of eggs. There are 36 dozen eggs in one case. Eggs are worth 18 cents a dozen.

You could find how much money he gets for one case of eggs by using the two numbers 18 and 36.

Which numbers would you use in finding how many dozen eggs he sold?

5. You are given these three facts:

Fact 1: A farmer has a 320-acre field of wheat.

Fact 2: He gets 30 bushels of wheat from each acre.

Fact 3: Wheat is forth \$1.00 a bushel.

If you use fact 1 and fact 2 you can find the number of bushels of wheat in the whole field.

What new information can you get by using fact 2 and fact 3?

What new information can you get by using fact 1, and fact 2, and fact 3?

6. You are given these four facts:

Fact 1: Milk is worth 15 cents a quart.

Fact 2: There are 4 quarts in 1 gallon.

Fact 3: A man sells 8 gallons of milk each day.

Fact 4: There are seven days in 1 week.

You can find the number of quarts of milk sold in 1 day by using fact 2 and fact 3.

Which facts would you use to find the number of gallons of milk sold in 1 week?

Which facts would you use to find the price of 1 gallon of milk?

Which facts would you use to find the number of quarts of milk sold in 1 week?

7. Write a problem with two numbers in it that you must add to find the answer.

8. Write a problem with two numbers in it that you must subtract to find the answer.

9. If you know that Bob weighs 60 pounds and that Henry weighs 38 pounds, what information do you get when you subtract 38 from 60?

10. Write a problem with two numbers in it that should be multiplied to give the answer.

11. Write a problem with two numbers in it that should be divided to give the answer.

12. Draw a ring around the best answer to this question:

If  $7\frac{1}{4}$  yards of cloth cost \$10.00, then for \$15.00 I should be able to buy:

1 yd., 3 yd., 8 yd., 11 yd., 20 yd., 100 yd.

Table 1.

#### SUMMARY OF ANSWERS TO PROBLEMS

Grade	Total Number of Correct Answers										
	0	1	2	3	4	5	6	7	8	9	10
3	7	15	9								
4	1	6	22	23	15	8					
5			4	7	17	17	10	2			
6			1	3	6	9	4	12			
7				3	5	5	6	8	9	6	1

Table 2.

#### SUMMARY OF ANSWERS TO QUIZ TEST

Grade	Total Number of Correct Answers																
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
3	9	11	4	4	1	1											
4	20	11	6	8	2	1	6	4	3	1	5	4	3	1	0	0	2
5	1	4	1	6	3	5	6	4	9	5	5	6	0	0	2		
6					2	3	1	3	3	1	2	7	2	3	4	4	
7						1	1	4	2	2	7	7	3	5	5	3	2

Table 3.

#### SUCCESS ON PROBLEMS AND QUIZ ITEMS COMPARED

Grade	Number of Pupils	% Problems Correct		% Quiz Items Correct	
		Correct	Incorrect	Correct	Incorrect
3	31	19	81	9	91
4	75	29	71	25	75
5	57	45	55	43	57
6	35	54	46	64	46
7	43	66	34	69	31

For the 241 pupils in Grades III, IV, V, VI and VII, the product — moment correlation between

number of problems correct and number of quiz items correct is .71.

To eliminate the spurious correlation that might be caused by the wide range of both grade and age, the 57 pupils of Grade V were considered alone. For this group  $r=.41$ .

There were in the group of 241 pupils, 42 whose age was between 10 years, 6 months, and 11 years, 5 months, inclusive. These pupils were in Grades III, IV, V and VI. For this group of 42 pupils  $r=.76$ .

In the three instances quoted "r" was found as a relation between number of problems correct and number of quiz items correct. The probable error of  $r$  was small in each instance.

#### Suggestions from Data

One notes that the pupils in Grades III, IV and V were more successful in solving the problems than in answering the quiz items. In Grade VI there is a marked improvement in ability to answer questions of the type on test X34567. The writer has noted frequently that in measuring success in problem-solving and in reasoning in arithmetic, there has been this rather marked improvement about Grade V senior or Grade VI junior. One notes that the pupil is approximately eleven years of age at this time. Can it be that at early adolescence there is a spurt in ability to deal with items such as are included in our test?

The correlation of .71 between problem success and quiz test success, reduced as it is, to .41 when grade is held constant, indicates that there may be a rather close relationship between answer-getting

ability and ability to deal successfully with the X items.

The writer attaches much importance to the fact that "r" is much greater when age is constant than when grade is constant. In school administration we attach more importance to grade than to age, at least we think that we do. May it be true that many types of thinking demanded in problem-solving are impossible at certain age levels? May it be true that the ability to deal logically with the particular data with which we concern ourselves in the primary arithmetic develops rapidly at about Grade V or VI? If, when the complete data are available, and the group is a large unselected one, this same evidence is apparent, should we conclude that we have isolated a feature of mental growth?

Probably we would have determined not a feature of mental growth, but a result of present methods and content. Be that as it may, we hope to report later exactly what we find. If the findings are clear-cut, it is then someone's duty to go to the classroom for an answer to the question then to be raised.

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Deputy Minister and  
Superintendent, Schools  
of Agriculture.

**Marginalia**

C. SANSOM, PH.D.

**The Training of Teachers in New Zealand**

**I**N New Zealand the period of training for a young person desiring recognition by the Department as a trained teacher is now four years, consisting in general of one year as a probationer in a public school, two years as a training college student, and one year as a probationary assistant in a public school. In regard to the question of teacher supply it is of some interest to note that the handling of the problem in New Zealand is characterized by a somewhat more aggressive attitude than that which seems at present to mark this feature of our work in Alberta. *"In pursuance of the practice followed in the past few years,"* we read in the report of the Minister, *"the number of new entrants required to make good the wastage from the ranks of the teaching service was carefully estimated by the Department, and, as a result, the Education Boards were advised that the position would be adequately met by the appointment in 1929 of 556 probationers."*

There appears also to be a rather striking contrast between New Zealand and Alberta, in regard to the matter of "passing" candidates for teachers' certificates. Thus we read in the report that in 1929 "the number of candidates who sat for the different stages of the teachers' certificate examinations was 1,994. Of the total number 276 obtained complete passes in Class D, 122 in Class C, and 3 in Class B. 1,151 improved their status and 442 failed."

**Teacher Training in Germany**

By the Constitution of Weimar the old Normal School system of Germany, which had been brought to such a high state of perfection in the nineteenth century, for the training of teachers for the elementary schools, and which in important respects resembled in principle the system of Normal Schools we have in Alberta today (imported as our system was from Germany to America about a hundred years ago), was swept away, and the training of all teachers, elementary as well as secondary, was placed on the University level. This important decision was recorded in the simple statement that "Teacher training is to be organized uniformly for the *Reich*, according to the principles which apply to higher education." This regulation was unanimously adopted by the National Congress at Weimar on July 31, 1919. It is known technically as Section 2 of Article 143 of the Constitution, and its adoption will almost certainly come to be regarded as one of the most significant events connected with the history of western education in this century.

In the old system which has been discarded, a prospective elementary teacher, after spending eight years in the *Volksschule*, the common elementary school attended by the children of the "masses," would, at the age of fourteen, pass into a normal preparatory school for a course of two or three years, and thence into a normal school for another course of three years. On graduating from the normal school he would gravitate back into a *Volksschule* as teacher. He was not expected to make contact at any point with the secondary and

higher educational institutions. The secondary schools were designed for the children of the "classes" and staffed by University graduates.

It was, in short, essentially a "dual" system of teacher-training not entirely unlike that which is taking shape in Alberta today. We, too, have approved the dual plan. The teachers of our common schools are to be trained in normal schools in which, precisely as in the German *Lehrerseminar*, almost nothing of moment is to be attempted beyond a rehash and elaboration of the subjects of the elementary curriculum and a grounding in "method." Our secondary teachers, on the other hand, are to be University trained.

Of the eighteen states which comprise the German Republic, all but Bavaria and Württemberg have repudiated this dual system, and the old normal schools, of which no less than 201 were in existence in Prussia alone before the war, have been abolished. The framers of the constitution apparently intended that the central government would issue a federal teacher-training law binding on all the states, but this has been found impossible, and as a consequence considerable divergence in practice is found among the several states. In six states the elementary teachers now receive three years of University training on the top of the 9-year secondary course. In six other states, of which Prussia is the most important, a two-year course on the University level in new institutions, specially created for the purpose, is required of all teachers. To give some idea of the difference between the professional training of the elementary teachers of Prussia and those of Alberta today, it may suffice to point out that in these Prussian "teachers' colleges" four semester-hours are devoted to the study of psychology and pedagogy, and eight to the study of the history of education.

**Teachers' Pensions in New Zealand**

In New Zealand the teacher's contribution to the Superannuation Fund is on the percentage of salary basis, and varies with age on joining the fund. If a teacher is under thirty when he joins, his contribution is five per cent of his salary, if he is between thirty and thirty-five he contributes six per cent of his salary, if between thirty-five and forty, seven per cent, if between forty and forty-five, eight per cent, if between forty-five and fifty, nine per cent, and if he is past fifty he contributes ten per cent.

The state contribution to the Fund is a flat grant of forty-three thousand pounds a year, which is to be supplemented from year to year "by such further amount (if any) as is deemed by the Governor-in-Council to be required to meet the charges on the Fund."

In the year 1929, the contribution of the members amounted to 141,094 pounds, while the government contributed 71,831 pounds. Hence the amount contributed by the government amounted to about 50 per cent of that contributed by the teachers.

In New Zealand a male contributor to the Fund has the legal right to an annual retiring allowance for the rest of his life (a) when he has reached the age of sixty-five, irrespective of the length of his service; or (b) when he has completed forty years of service irrespective of his age. A female contributor has the right to retire (a) when she has

reached the age of fifty-five years, irrespective of the length of her service; or (b) when she has completed thirty years of service, irrespective of her age.

The amount of the retiring allowance is computed at one-sixtieth of the annual salary multiplied by the number of years of service, with a maximum of two-thirds of salary in any individual case, and an ultimate maximum of three hundred pounds per annum.

During the year 1929, the sum of 226,966 pounds was paid out of the New Zealand Teachers' Superannuation Fund to 1,510 persons, including 973 regular pensioners, 111 other pensioners, 147 medically unfit, 214 widows, and 85 children.

#### The "Examination Question" in New Zealand

The annual report of the Minister of Education for New Zealand for the year 1929 contains many paragraphs of interest to Alberta teachers as indicating the way in which our own local problems are being handled in other lands. The following statement on the question of examinations is a case in point:

"Considerable attention was given during the year both by the University and by the Department to the question of accrediting pupils for University entrance. The majority of members of the Senate appeared to favor the system as being less liable to error than the present selection of candidates by a written examination outside the schools. The University considered that certain safeguards were necessary, and finally decided to postpone the adoption of the system until further investigation had been made to ascertain how accrediting for matriculation was viewed by other universities and by other examining bodies concerned. The Department is definitely of the opinion that the external examination for University entrance has had an unhealthy influence on the secondary schools, inasmuch as it has dominated not only the curriculum, but the very methods of teaching. The removal of such an influence cannot but be for good, both to pupils and to teachers. In the meantime the Department is about to introduce the practice of awarding leaving certificates on the basis of partial accrediting by principals, as has been done for some years in connection with the award of intermediate certificates."

#### University Education in New Zealand

It is a matter of particular interest to note the generous provision that is made in our sister Dominion for free University education. "New Zealand has every reason to be proud," we read in the Minister's report, "of the generous assistance given to University students. All that is required of a boy or girl who desires free education at a University College is the completion in a satisfactory manner of one year's work at a post-primary school, after he or she has qualified academically for University entrance. The University bursaries held on this basis now number 1,113, while scholarships of various kinds bring free University education to a further number, namely, 970. The extent to which University education is free in this country is shown by the fact that of 4,128 students 2,080, or 50 per cent, hold free places."

We read further that of the men enrolled in the four University colleges in 1929, forty-two per cent

"I saw your name

received free education, while of the women enrolled the percentage was 71. But the women constituted only 29 per cent of the total college enrolment.

#### Addition and Multiplication

To be or not to be, that is the question. Is multiplication a short form of addition, or is it not? It seems that it is not; this, at any rate, according to recent pronunciamientos on this important question. Since there are addition questions, so runs the argument, (those with unequal addends, to wit) which can not be worked by multiplication, it follows that multiplication should not be regarded as a short form of addition — excepting with the expressed proviso that *the addends must be equal*.

This reasoning, as it stands, seems plausible enough on the face of it, but it would be more convincing in its logic if it were possible to find even a single multiplication question which is not a short form of addition. If all multiplication questions are simply abbreviated addition, then it would seem quite reasonable to follow that multiplication is just that. Why not?

Consider for a moment the question whether women are human beings or are not human beings. According to the above reasoning they are not human beings. Since there are (presumably) human beings who are not women, it follows that women are not human beings. True, they may be human beings *who like to talk a great deal*, or something of that sort, but they are not just human beings. The fact that there are no women (presumably again) who are not human beings has no weight in the argument. The essential point is that there are human beings who are not women.

Reasoning of this kind is interesting and full of possibilities. It is perfectly easy to prove in this way, for instance, that Canadians are not Britishers, horses are not quadrupeds, sparrows are not birds, and so on *ad infinitum*.

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## Local News

### FORT SASKATCHEWAN

The Fort Saskatchewan A.T.A. Local met on Monday, February 2nd, at Pleasant View. Under the Presidency of Mr. Anderson, an active evening's work was accomplished.

Matters discussed included "The School Fair," "The Musical Festival" and the "Alberta School Week." Nominations were then received for the Executive. A preliminary discussion of resolutions for the annual general meeting took place. It was resolved to continue the discussion of these resolutions at the next meeting.

Mr. Griffin, Josephburg School, addressed the Local upon "The Musical Festival." He emphasized the value of the training pupils received for this event, both the child's outlook and his voice production benefiting. Teachers should enter pupils for chorus singing, dramatization and for recitations. Mr. Griffin, in outlining the organization of a musical festival, pointed out the necessity of adhering to the time-table, since different groups of judging took place simultaneously. In concluding his address, the speaker detailed types of dramatization which were worth adequate preparation.

When the discussion ended, Mr. Anderson thanked Mr. Griffin for his timely contribution.

Upon adjournment, Mr. and Mrs. Monk's hospitality was experienced. Justice was done.

### WILLINGDON

The Willingdon A.T.A. Local met on January 30th, at Willingdon school. Eleven teachers were present.

"Married Women Teaching" served as one of the evening's topics. Mr. Kostash, President, gave a very interesting address regarding married couples teaching. In his carefully prepared speech, he compared the two classes of teachers, i.e., couples teaching, where the two salaries go to the one purse, and the other case, where only one teaches. He stressed the fact that it was rather unfair to bar married women from teaching, but that at the same time it was an injustice for married couples to teach for a much lower salary than the others.

Brief discussions followed regarding Alberta Teachers' Week, the Unemployed Teachers and the A.T.A. convention. Mr. Tomyin, principal of Zhoda school, is the chosen delegate.

### CALGARY PUBLIC SCHOOL MEN'S LOCAL OF THE A.T.A.

The regular monthly meeting was held in the Y.M.C.A. at 6:15 on January 27th. A large number attended, and a very successful meeting was held.

The President, G. H. Lunn, presided.

J. W. Verge reported for the Cumulative Sick Pay committee.

A. Florendine reported for the committee on Group Insurance.

M. W. Brock reported that the Province had taken the first step in establishing a pension scheme and was now having a survey made of the situation by competent authorities.

H. K. Meiklejohn has charge of obtaining written articles for the papers, and speakers for service clubs for Alberta School Week. He reported a good response.

It was announced that Dr. Sansom, of the Normal school, would speak on February 17th. All teachers were invited.

A. Florendine and E. S. MacGregor were appointed a committee to arrange for an American badminton tournament.

At the desire of the meeting, the report of meetings will be supplied to the press.

The Public School Men's Association met at the "Bay" on Saturday, January 31st, at 12:15, for luncheon. D. G. Badcock, President, presided. After an enjoyable meal, the meeting listened to Frank Hall, Boys' Secretary at the local Y.M.C.A. He gave a very interesting and instructive address.

After having a very successful badminton singles tournament during the fall, it was decided to have a doubles tournament, to begin shortly. The committee in charge is as follows: F. Parker, H. Bryan, E. S. MacGregor, D. Norton.

\* \* \* \* \*

An event of interest occurred during the Christmas holidays, when Walter S. Webb, principal of King George school, was married to Miss Winnifred Johnson. They have taken up residence on 5th Avenue Northeast.

### MORECAMBE

We are pleased to announce the formation of a Local at Morecambe, which will meet on the fourth Thursday of every month. The executive is as follows: Mr. W. Smith, President; Mr. C. H. Kwasnicy, Vice-President, and Miss Sadie J. Bokovoy, Secretary-Treasurer. All teachers in the vicinity please communicate with the secretary.

### MEDICINE HAT PUBLIC SCHOOL TEACHERS' ALLIANCE

The Medicine Hat Public School Teachers have begun the formation of a new Local. Officers and executive have been chosen and have been working for some time to get a Local to carry on the Alliance work here.

The following is the slate of officers: President, Mr. R. A. Lindsay; Vice-President, Mrs. A. M. White; Secretary-Treasurer, Mr. A. McEachern.

Executive representing: Alexandra Public School, Miss S. Gordan; Connaught School, Miss H. Malcolm; Earl Kitchener School, Mrs. M. Bell; Elizabeth Street School, Miss H. Sekjar; Elm Street School, two Reps., Miss M. Byers and Miss A. Crawford; Montreal Street School, Miss O. Nichol; Riverside School, Miss E. L. Magee; Toronto Street School, Mrs. A. Nunnely.

On the evening of Monday, February 9th, 1931, the executive arranged a musical program in connection with a banquet that they had already arranged and invited the staff to take part in. There was a turnout of 38 teachers and a business meeting was held following the dinner. The Constitution as drawn up by the executive was accepted by the teachers and the executive was given full authority to carry on all business and collect fees.

We believe the new organization will meet with success as each member of the executive is doing his or her part willingly and with the best interests of the organization at heart.

### CALGARY PUBLIC SCHOOL LOCAL

The annual meeting of the Local was held January 12th, in the Alhambra Room, taking the form of a dinner bridge, and proved most enjoyable. This was the seventeenth annual meeting of the Calgary Public School Local, and we can look back with satisfaction on the outstanding success of Alliance work during these years. Much Alliance history has been made since that day in September, 1914, when the first Teachers' Alliance in Canada was formed in Central High School, Calgary.

Very interesting reports were given by the secretary, showing our finances to be in good condition, and our business properly conducted.

Miss M. Rath, retiring President, was presented with a travelling bag, as a tangible recognition of her burden of responsibility throughout the year, and our appreciation of her work for the Alliance.

Our Vice-President of last year, Miss A. Campbell, most fortunately for us continuing in office, having been a veritable fountain of strength and energy, and untiring in her efforts, was also the recipient of a presentation.

The officers for the coming year are: President, Miss Bertha Fraser; Vice-President, Miss Annie Campbell; Past President, Miss M. A. Rath; Secretary, Miss K. M. Ramsey; Executive Committee—Miss E. McArthur, Miss I. Stewart, Miss C. I. Robertson, Miss E. McLaughlin, Miss F. M. Greer, Miss R. Baptie, Miss H. Noble, Miss L. M. Perkins, Miss M. Barclay, Miss V. Melburn, Miss L. Ferris.

\* \* \* \* \*

The monthly meeting of the Calgary Public School Local was held in Central School, February 2nd, with our new President, Miss A. B. Fraser, in the chair.

Miss K. Clarke, our representative on the committee for unemployed girls, gave a report, showing how many of these girls had been found positions, how many others had been given Christmas dinners, and a permanent home had been donated by the York Hotel for the committee to place a secretary to do its work.

A motion was passed, whereby all teachers who wished could contribute one dollar a month through their representative for this work.

Miss Winfield was appointed School Board representative for 1931.

It was decided that our next regular meeting be held in the evening instead of the afternoon, and that we have a speaker on some subject of common interest. The place to be decided later.

Miss M. Clarke was asked to continue as our representative to the National Council of Education, and consented.

The meeting adjourned.

### DRUMHELLER

On Wednesday, February 11th, a meeting of the Drumheller Teachers' Alliance met in Central School.

The President, Mr. J. W. F. Smith, was in the chair.

Plans for School Week were discussed. The following teachers were appointed to address the various clubs and organizations: President Smith,

the Catholic Women's League; Miss E. F. Coleman, the March meeting of the Women's Institute; Mr. F. W. Wootton, the Rotary Club; and Mr. Bryant, the Kinsmen's Club.

It was also decided to request the local clergy to assist in the plans for the School Week.

An open meeting for members and non-members of the Local will be held some time before Easter, at which meeting Mr. Webb, Provincial President, will be the speaker.

### MAGRATH

The teachers of Magrath have elected the following executive, under whose direction a lively Local A.T.A. is meeting: President, Mr. A. Glenn Miller; Vice-President, Mr. E. R. Paulsen; Secretary-Treasurer, Miss Beatrice Coughlan.

### OLDS-BOWDEN-INNISFAIL DISTRICT

The Olds-Bowden-Innisfail District A.T.A. Local held its second meeting on Thursday, January 22nd, at the Innisfail high school, with twenty-five members present. The teachers' pension plan, as proposed by the Alberta Teachers' Alliance, was capably outlined by Miss Thelma Butchart, of the Olds high school staff. Following this, Innisfail artists delightfully entertained those present with vocal and instrumental solos. Dr. C. C. Hartman, of Olds, then gave an excellent address on "What Will Make Teaching a Profession?"

### SUNDRE

A Local Alliance has been formed at Sundre, which will meet the first and third Saturdays of each month. The executive is as follows: President, Mr. Jack Shaw, James River; Vice-President, Miss Alice Smith, Sundre; Secretary-Treasurer, Miss Ruth Rolston, Sundre; Press Correspondent, Mr. H. Daniels, Westerdale. All teachers of the district are invited.

### PROVINCIAL NORMAL SCHOOL, CALGARY

The Local of the Alberta Teachers' Alliance, formed in the Calgary Normal School, in January, is doing big things. Under the administration of the executive, comprised of Mr. Stewart MacPherson, President; Fred Glover, Vice-President; Lloyd McDonald, Secretary-Treasurer, the membership is increasing rapidly, over a hundred members already having joined. The class representatives are working energetically, promoting the Alliance in the school.

In a short talk on Friday, February 13th, Dr. Sansom outlined impressively the achievements and aims of the Alliance and the benefits to be derived from membership. Our motto is: "Let's go!"

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**STREAMSTOWN**

Only five teachers were able to attend due to the difficulty of travelling. Miss Crawford conducted the meeting, discoursing on the need of the Alliance, benefits accruing from it, its attainments, its aims, its projects, etc.

Mrs. McDonnell moved that a Local Alliance be formed. Mr. White seconded this motion. It was carried.

Mrs. McDonnell moved that Mr. White be President of the Local. Miss Muriel McNaughton seconded the nomination. It was carried.

Mr. White nominated Miss McNaughton as Secretary. Miss Milburn seconded this nomination. It was carried.

Miss Crawford was elected press correspondent.

Mr. Parker was elected President ex-officio, subject to his approval.

Mrs. McDonnell moved that Mr. Baker's Bill be improved upon and adopted.

Miss McNaughton seconded this motion. It was carried.

Plans for Alberta School Week were left in the hands of Mrs. McDonnell. They did not materialize.

The Constitution of the general Alliance was adopted, suitable for Locals.

The matter of local membership fees was waived.

Meetings were set at one a month.

Community singing was indulged in.

The teachers and a number of visitors adjourned from the school to the home of Mrs. McDonnell, where supper was served, and followed by a musical evening.

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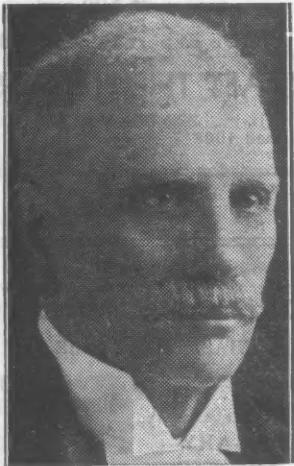
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## Obituary

### CHAIRMAN OF THE BOARD OF REFERENCE PASSES



JUDGE TAYLOR

THE public of Alberta has lost one of its most outstanding citizens through the death of Judge H. C. Taylor, who passed away at Victoria, B.C., on February 23rd last.

A large influence on our life was exerted by Judge Hedley C. Taylor for nearly forty years. As a young man he came to Edmonton when it was a very small and remote community. In the practice of his profession he won to an exceptional degree the confidence of those with whom he was brought into contact. He was the first district judge to be appointed here and to the duties of that post he brought not only the benefits of his wide legal experience, but a conscientiousness and a carefulness that ensured the greatest respect for his decisions. His pioneer services to the cause of education were many. In other relationships he proved himself at all times a citizen of the best type, while his personal friendship was warmly prized.

Judge Taylor was the chairman of the Board of Reference, provided under Section 197 of *The School Act*, from the time of its inception until his death. Those in a position to express an opinion all agree that the appointment of Judge Taylor as chairman of the Board was a most happy selection. His early experience as a teacher, as member of a school board, his wide and shrewd knowledge of human nature made him peculiarly suitable for umpiring a tangled dispute. Even though so much involved in legal affairs and procedure, he showed himself lacking in patience when sitting on the Board of Reference when technicalities considered unnecessary or irrelevant by him, were urged on one or other disputant party's behalf. The teacher unjustly treated in future will lack his kindly influence.

### A. E. TORRIE, B.A.

BY the death of Arthur Edward Torrie the teaching force of the province loses one who has long been prominent in educational affairs and one who has influenced the trend of teaching in Alberta as profoundly as any man connected with education. At the time of his death he was a member of the staff of the Edmonton Normal School, though he had not been able to engage in active work during the present academic year.

He received his high school education in Orangeville, Ont., and later attended the Toronto Normal School. In 1901 he came to Alberta to assume the principalship of the schools of Macleod, leaving there to take charge of the practice school in connection with the Calgary Normal School. During this



A. E. TORRIE, B.A.

period he graduated from Queen's University with a Bachelor of Arts degree.

In 1917 he was appointed school inspector and one year later was selected for substitute work on the staff of the Camrose Normal School, of which he became principal in 1923. He was also for a time on the Calgary Normal School staff. About three years ago he was transferred to the Normal staff at Edmonton.

None have other than kindly recollections of this man who was himself the living embodiment of those qualities which are most admired in a teacher. But he was more than a master of class-room technique. His interests were so varied and his attitude towards life so wholesome and stimulating that no students could attend his classes for a year without being the better of the experience. The passing of few people will be more sincerely mourned throughout the entire province.

# The A.T.A. Magazine

MAGISTRI NEQUE SERVI

Official Organ of the Alberta Teachers' Alliance, Inc.  
Published on the First of Each Month

EXECUTIVE OF THE A.T.A., 1930-31

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 Vice-President..... C. O. Hicks, 10611 112th St., Edmonton  
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## The A.T.A. Magazine

MANAGING EDITOR: John W. Barnett, Edmonton

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JOHN W. BARNETT,  
 General Secretary-Treasurer,  
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## Editorial

### "ALL TOGETHER FOR EDUCATION!"

THE A.T.A. Magazine makes its bow with this issue as a publication representative of both school boards and teachers, in that the *Alberta School Trustees' Magazine*, the official organ of the Alberta School Trustees' Association, is included with the official organ of the Alberta Teachers' Alliance, Inc. An agreement has been concluded between the two organizations whereby each section will be as completely autonomous as if each official organ were published separately. The agreement provides amongst other terms, that:

(1) The Alliance shall be responsible as in the past for the printing, distribution and the control of the business management.

(2) The Trustees' Association guarantees a sufficient number of subscriptions to cover the cost of producing and distributing the Trustees' section.

(3) Each party shall appoint, pay and control the editor of their own section.

(4) Each organization shall be legally and in all other respects responsible for the editorial opinions expressed and articles appearing in their own section as if each organization published its own official organ under separate cover.

\* \* \* \* \*

A HAPPY feature of the arrangement was that the President of the Alberta School Trustees' Association at the recent Trustees' Convention, on behalf of his Executive set forth the case strongly advocating co-operation with the teachers in this regard. The delegates refused to vote on the question until the suggested basis of agreement on a mimeographed sheet before them had had time to "sink in," and the question was tabled until next day when it was further thoroughly thrashed out on the floor of the convention. Before the vote was taken the delegates were warned to vote one way or the other in no uncertain manner; the question was finally called, and there was nothing half-hearted or hesitating about the way the hands went up. There may have been a few who refrained from voting; if so, they were too few to be observed from the platform and when "contrary, if any," was put we saw no hands raised.

\* \* \* \* \*

THIS tangible evidence of co-operation between teachers and trustees is a happy augury for the future. From now on teachers and trustees will each be more conversant with the others' point of view, and as sources of misunderstanding—irritation, perhaps—will thereby be reduced to a minimum the efforts of both groups can be consolidated in the interest of education. It is evident that a new atmosphere permeates the two bodies primarily and exclusively concerned in education. The idea seems no longer to prevail that there must needs be conflict between teachers' and trustees' organ-

izations in the fulfilment of the trust imposed upon each. Trustees will doubtlessly come to realize in increasing numbers that their trusteeship embraces teachers as well as children and ratepayers, and that nothing of a personal or irrelevant nature should impede the implementing of that trust. On the other hand, teachers are widening their horizon also; they are becoming further and further removed from the conception that education and teaching are a matter of concern to themselves, the children and the Department (perhaps the teachers were merely suspected of this), and that school boards were presumptuous in voicing any opinions whatsoever pertaining to education, the teacher, as such, and the child in school: in other words, the school board was just a regrettable necessity, the instrument whereby the monthly or "unmonthly" cheque was delivered, but at the same time the medium of transmission of neighbours' quarrels over the school, irate parents' complaints and irresponsible gossip. Teachers now fully understand that school boards have their troubles also and appreciate that trustees generally exercise the discretion required of them by statute to be exercised with one aim only in view—that of deciding matters in the fulfilment of a very responsible duty. There are more exceptions to this general rule than the teachers would like, but then, trustees might argue with reason that too many exceptions are apparent to the rule that teachers are competent, understand their real duties, are conscientious and work with a single eye to the welfare of pupils and public. Teacher and trustee point of view placed side by side will reveal to one another their real aims and ideals, thus tending to narrow down the number of such exceptions, obvious or suspected or imagined.

Both school board member and teacher will agree and disagree in the future as has been the case in the past, but they need disagree only as may members of a good family, each knowing the other's weaknesses and strengths, each unafraid to express his opinions frankly, well knowing that a fraternal "tiff" does not spoil true fraternity nor leave any "scars"—merely giving us the gift "To see oursels as ithers see us," in such brotherly manner as no outsider would presume to do. There is no "chip on the shoulder" of either group and the time seems ripe for both teachers and trustees to adopt with enthusiasm the slogan:

**"All Together for Education!"**

#### THE ANNUAL GENERAL MEETING

THE Annual General Meeting of the A.T.A. will be held in McDougall United Church, Edmonton, commencing on Monday, April 6th, 1931, at 2:30 p.m. Every Local is urged to make an effort to send a delegate.

#### "HONI SOIT QUI MAL Y PENSE"

AT the recent convention of the Alberta School Trustees' Association reference was made by delegates present to what they termed the "Black List." It is somewhat difficult to understand just why school trustees, the name of whose school district does not appear on the list, should accept its existence as a challenge to all trustees. Maybe it is because they have not carefully scanned the statement which appears under the list and, therefore, they are not fully appreciative of its real significance. This statement reads as follows:

"Candidates selected for the above posts who are members of the A.T.A., are earnestly requested to apply for information to

JOHN W. BARNETT,

General Secretary-Treasurer,  
Alberta Teachers' Alliance,  
Inc., Imperial Bank Building,  
Edmonton."

The statement means just what it says, and nothing more; it is inserted in the Alliance section of *The A.T.A. Magazine* for the sole purpose of enabling our members to secure information respecting certain school districts, which information may result in their avoiding certain personal and professional difficulties.

\* \* \* \*

**S**CHOOL Boards who have declined absolutely to give recognition to the teachers' professional organization; who have refused to allow their teachers to appoint whomsoever they will to negotiate their business, apparently do not realize that it is a fundamental principle of British Law that:

"Whatever a person has power to do himself he may do by means of an agent."—(Halsbury's Laws of England, Vol. 1, P. 148, 1907 Edition).

Neither do they seem to realize that by refusing to have any dealings with the Alliance, the school board *themselves* put members of the Alliance in a position where, in their own interest and that of their fellow-teachers, they must be protected by means of available information being at their disposal. The *whole* includes each and every part: the Alliance includes not only the provincial executive but each and every member—each individual part—of the organization. "Nothing to do with the Alliance" means inevitably "Nothing to do with any member of the Alliance"; therefore, that position once taken, automatically severs relationship between the two parties, individually and collectively.

\* \* \* \*

**T**HE following is from the Constitution of the Alberta Teachers' Alliance, Inc.:

The purposes of the society shall be:

- (a) To advance and safeguard the cause of education in the Province of Alberta.
- (b) To raise the status of the teaching profession in the Province of Alberta.
- (c) To unite the members of the society in an association for their mutual improvement, protection and general welfare.

- (d) To bring about united action on any matter of common interest to the teachers of educational institutions in the Province of Alberta which are supported by Dominion, Provincial or Municipal taxation.
- (e) To co-operate with teachers' organizations in the other provinces of the Dominion of Canada having the same or like aims and objects.

While any teacher who joins the Alliance should not necessarily expect his school board to work directly with him and the Alliance in furthering these objects, yet on the other hand, the time surely has arrived when the tradition should no longer prevail that by reason of the fact that a person is an employee of a school board, he should neither claim nor assert the prerogative of an individual to elect to co-operate with others in bringing about "united action on any matter of common interest" to the group of which he forms a part—to organize and use his organization. It is for this purpose he pays his membership fee year after year, and his organization would be delinquent in its duty were it to refrain from placing information of common interest and concern to the whole body of members, at the disposal of its members.

\* \* \* \* \*

**T**EACHERS do not object one little bit to the trustees of the province organizing; we welcome it. We believe that a strong organization of trustees is necessary to watch over the interests the trustee boards have in common. We submit that the more strongly the trustees organize; the more their executive is able to crystallize the opinions of trustees throughout the province; the greater the influence the trustees' organization is able to exert upon its membership individually and collectively, the better satisfied would be the Alliance. We have sufficient confidence in the fair-mindedness of the public as a whole (and the trustees represent a very fair cross-section of the public) to voice the opinion that the collective endeavors of the Trustees' Association strongly organized would result not only in fair treatment towards the complementary educational organization (that of the teachers), but provide a more effective means than now exists, of educating the public upon educational matters and of advancing and safeguarding the cause of education in the province. Were the Alberta School Trustees' Association in a position to investigate alleged wrongs of school boards to teachers, as is the Alliance to investigate allegations of wrongs committed by teachers against school boards, we go so far as to say that the trustees of the province would welcome any method of supplying teachers with information regarding the procedure and course of action of certain school boards. We would have no regrets whatsoever if the Alberta School Trustees' Association published a list relating to certain teachers, similar to that published in the Alliance section of *The A.T.A. Magazine*, provided, of course, that the

information supplied be based upon conclusions arrived at after full investigation by their own executive body.

\* \* \* \* \*

**I**T may not be well known amongst the trustees of the province that the employees of the Alberta Government Employment Bureau are required by Federal law to notify persons seeking employment with an employer in case a dispute exists between such employer and an organization of employees; provided, of course, that the Bureau has been officially notified of the dispute, either by the employer or organization of employees. (See Employment Offices Co-ordination Act, 1918.) So there is nothing new or revolutionary in the idea of organizations notifying their members regarding disputes; in fact an Act of the Dominion Government goes much further than anything the Alliance has ever done: it requires Government employees of any provincial employment bureau to do this work for the organization of employees. Our list is a *very mild* application of the principle enforced by Dominion Government legislation.

\* \* \* \* \*

**P**ERHAPS the best way out of this imbroglio would be for the Trustees and the Alliance to co-operate with a view to securing for the Board of Reference power to enforce their findings. If such were secured all desire, all necessity for such lists would disappear automatically. Either party to a dispute, board or teacher, who then objected to being compelled to accept the finding of an impartial tribunal (including as it does a representative of the teachers, a representative of the trustees and a chairman, neither trustee nor teacher) would find himself "out of court." We would welcome most gladly support in this regard from the Alberta School Trustees' Association. Pulling together, we could achieve the removal of a constant source of misunderstanding and irritation.

#### THE STATUTORY MINIMUM

**W**E have noticed several advertisements in the newspapers, and rumors persist that certain school boards are advertising for teachers, offering salaries below the statutory minimum of \$840.00 per annum. In no case, however, is it within our knowledge that the Department has exercised authority under *The School Act*, Section No. 199, ss. (3), Proviso 1, allowing school districts, after investigation, to pay a lesser salary than that provided as the statutory minimum.

\* \* \* \* \*

**I**T would appear to us, therefore, that ss. (3) of the aforementioned section of *The School Act* must apply, and any teacher—apart from a moral obligation to live up to an agreement into which he had entered — would have a legal right to claim salary at the rate of \$840.00 per annum, the agreement to the contrary notwithstanding.



## OUR TEACHERS' HELPS DEPARTMENT



This department exists for the service of Alliance members in the classroom. It will be directed, as it always has been, to give help where it is most needed, i.e., in the ungraded school. We shall try to fill our columns with good interpretations of Literature, time-saving devices in Arithmetic, useful suggestions and needed information.

We shall not be able to cover all the ground. If you wish us to print in these columns any particular material, if you want suggestions about how to organize lessons in certain subjects, please let us know. We will try to fill these columns with the helps you need, or, if we cannot always do that, we will try to tell you where the helps can be obtained. It will not be possible, however, for us to answer queries through the mail. Look for replies in the "T.H.D."

Write, stating clearly what you want, to  
 EDITOR, T. H. D.,  
*A. T. A. Magazine*,  
 Imperial Bank Building, Edmonton.

### OUTLINES FOR APRIL

Outlines for Grades II. to VII. Inclusive, by Courtesy of the  
 Calgary School Board

Suggested Outline for Average Class

#### GRADE I.— ARITHMETIC

- (a) Combinations and separations, adding 4 and 5.
- (b) Review recognition of families and in this connection take up oral addition and subtraction to the limit of the combinations learned.
- (c) Special drill on the relative values of numbers to 100.

#### READING AND LITERATURE

Read a supplementary reader, and review grade reader.

#### ELEMENTARY SCIENCE

- (a) Spring activities. Housecleaning, removing storm windows and doors; digging gardens or ploughing fields; planting early seeds, lettuce, radish, sweet peas. Some of these should be planted at home by the child or in the garden plot at school.
- (b) Baby animals, calves, lambs and pigs. Their characteristic play and their calls. The hatching of chicks at home.
- (c) The sweet odors of spring in the woods and fields. The growing grass and how the animals enjoy it.
- (d) Animals. The return of the birds; difference between the birds in spring and fall; their chief occupation; their joy; their hard work; their enemies; their nests as they can be found; the color of their eggs as they can be observed without interference. Care not to harm nests, eggs or little birds.
- (e) Early piping of the frogs in the spring. Other sounds of spring; changing color of fields and woods.

#### LANGUAGE

- (a) Memorization of: Boats Sail on the River; Little Robin Redbreast; Sleep, Baby Sleep. Three optional poems.
- (b) Retelling by pupils, and dramatization of: The Three Bears; The Lion and the Mouse. An optional story.
- (c) After oral lessons the children should be able to write a sentence correctly with a little help from the teacher in spelling.
- (d) Drill on the correct pronunciation of "th" instead of "d" as in "them."
- (e) Story telling or reading by teacher of: The Little Donkey Engine; Jack and the Beanstalk; The Old Woman and the Vinegar Bottle; Nature Stories.

#### ART

Make and decorate the walls of a doll's room. Stick printed or wax crayon borders, or cut paper designs.

#### GRADE II.— READING AND LITERATURE

- (a) Reading—(1) The Origin of Pussy Willows. (2) The Ugly Duckling. (3) Frogs at School. (4) The Chickens. (5) Supplementary Reader.

#### DO YOU NEED—

A book containing special material for History, Geography, Citizenship, Literature or other work in the classroom . . .

A book on teaching method . . .

A book to illustrate some phase of extra-mural University work . . .

Advice or assistance in the selection of Intelligence, Proficiency or Progress Tests?

You may not be able to name the book, yet you know what you want it for. If you will write to us stating SPECIFICALLY the kind of help that you want, we will try to find the right book in the Provincial or University Libraries, and send it to you.

THE A.T.A. BOOK SERVICE,  
 Imperial Bank Building,  
 Edmonton, Alberta.

- (b) Literature and Memorization—(1) Little Seed. (2) The Rainbow. (3) Rain.

- (c) Stories for Telling—(1) Easter Story (Bible). (2) Mrs. Chinchilla.

#### COMPOSITION

(a) Oral Topics—The Coming of Spring; Baby Birds and Animals; The Street Cars; Skipping Rope Fun.

(b) Review use of capitals. Statement and question with punctuation.

(c) Teach and use in sentences: ate, eight; here, hear; for, four; to, too, two.

#### ARITHMETIC

Review all combinations and teach 2-column addition.

Drill in writing numbers in words. (Correct spelling.)

Drill in writing numbers in figures, from dictation and from the written form.

Give practice in putting down sums of money from dictation.

(It is suggested that these sums be always written in columns, dollars under dollars and cents under cents, thus saving time when addition and subtraction are taught.)

Teach the idea of  $\frac{1}{3}$ , i. e. that  $\frac{1}{3}$  is one of 3 parts, all equal.

#### PHYSIOLOGY AND HYGIENE

2nd week: Play—Outdoor play gives us stronger muscles, better lungs, stronger bones, rosier cheeks and makes us happier.

3rd week: Safety First—Safe place to play and why.

4th week: Safety First Poster.

#### NATURE STUDY

Animals—Gopher, muskrat, badger.

Birds—Bluebird and robin — Study habits, nest, song, food-getting, etc.

Plants—Spring Flowers—Pasque Flower, Colt's Foot. Encourage individual garden plots.

#### CITIZENSHIP

First Week—Truth Week. Stories and dramatizations to show need of this. Bring out pleasure gained by being trustworthy. Aim to be a good example to younger boys and girls. Include stories of faithfulness shown by animals to man.

Second Week—Courage and Bravery. Stories and dramatizations. E.g., Peter and the Dyke; A Cat Saves Her Kittens from a Burning Barn. Ref: The First Golden Rule Book.

Third Week—Good Manners Week. Review of correct conduct for all occasions. Discourage loud laughing and talking in public places. Discuss correct behaviour when at a musical concert. Department.

Fourth Week—Lessons on Control of Speech. Special reading lessons to help voice control. Care to answer correctly and politely. Avoid speaking rudely to anyone else. Do not "answer back" as applied to home and school.

## GRADE III.—

## LITERATURE

**Silent**—Joseph and his Brethren.  
**Oral**—Eastern Legend. Iris. Joseph and his Brethren.  
**Story Telling**—The Tin Soldier.  
**Memory**—April Rain. Where go the Boats? The Night Wind.  
**Dramatization**—How the Little Kite Learned to Fly.

## COMPOSITION

(a) **Oral**—Our Prairie Pasque Flower (Crocus); A Trip out of the City; A Bird's Nest; The Garden; My Doll.  
 (b) **Formal**—Teach abbreviations for gallon, quart, pint; ounce, pound; yard, foot, inch. Continued sentence and letter writing with use of easy phrases beginning with: of, by, with, in.  
 (c) **Vocabulary Building**—Writing questions beginning with how, when, where, what, and answering these in short sentences.

## CITIZENSHIP

(a) Punctuality.  
 (b) Work—Not neglect home assignments; promptness in school work.  
 (c) Stories: (1) Too Late (Conduct Stories by Gould); (2) The Choice of Hercules; (3) The Girl who would not Work; (4) The Elves and the Shoemaker.

## ARITHMETIC

1. Time tests in addition and subtraction.  
 2. Teach 7 times. 1/7, (m. and d.).  
 3. Teach ounce and pound.

## NATURE STUDY

The following flowers may be studied between now and the end of the term: pasque flower, three-flowered aven, buffalo bean, vetch, cinquefoil, silver-weed, shooting star, pixie, anemone, flax, blue-eyed grass, wild rose, saskatoon, wolf-willow. Obtain, if possible, some frogs' eggs and let class observe development.

## HYGIENE

Our teeth—Care of them. Their importance to us.

## GRADE IV.—

## LITERATURE

**Silent Reading**—Antonio Canova; An Explorer's Boyhood.  
**Oral Reading**—The Coming of Angus Og; The Crocus' Song.  
**Literature**—The Shepherd's Song; A Ride for Life; An April Morning.  
**Memory Work**—In April; April Rain.  
**Story**—Proserpine.

## LANGUAGE AND COMPOSITION

(a) Numerous exercises in homonyms and synonyms, words with opposite meaning and the use of "a" and "an."  
 (b) Description of interesting scenes. E.g., "Columbus at Court."

## CITIZENSHIP

**Public Parks and Playgrounds**—Attitude towards these. (Protect our trees).  
 Civic clean-up week.

**Order**—Value of system and promptness—in work and play.  
**Early Days in Alberta**.

## NATURE STUDY

**Bird Study**—Return of the birds from winter habitat—Bluebird, Meadow Lark, Robin.  
**Animal Study**—Gopher, coyote and badger.  
**Flowers**—Crocus and Violet.

## SPELLING

Remaining words in Supplementary List.  
**Memory Work Spelling**.

## GEOGRAPHY

Make map of your School District, putting in main roads, towns, rivers, etc.

## HYGIENE

**Sleep and Rest**—Why we need sleep: bedtime—eight o'clock; getting ready for bed—washing, brushing teeth; sleeping alone; flat pillow; light, warm covers; open window; rest periods during the day while playing; care of eyes while reading; getting up promptly when sleep is ended; position in bed—body stretched out at full length; outside sleeping porch.

## GRADE V.—

## LITERATURE

**Oral Reading**—Don Quixote; The Windmills.  
**Memory Work**—The Daffodils (Temple Poetry, Book 4), or Miriam's Song.  
**Silent Reading**—Bruin and the Cook.  
**Literature**—Don Quixote.  
**Story Telling**—William Tell.

## SPELLING

Complete Supplementary List. Words from other subjects.

## CITIZENSHIP

Stories of the beginning of centres of population as at Indian Head, Regina, Macleod, Prince Albert, Edmonton, Medicine Hat, Calgary and other places previously posts or frontier forts; accounts of how such places were named.  
 (See "Place Names of Alberta," School Book Branch, Department of Education).

## GEOGRAPHY

1. Railroad Trip — From Lloydminster to Jasper, via C. N. R.  
 2. North with the Buffalo—(Wainwright, Tofield, Edmonton, McMurray, Waterways, Lake Athabasca and Slave River).

## HYGIENE

**The Teeth and Foods**—(1) Care of teeth and gums; (2) Review of teeth; (3) Foods—Proteins; (4) Foods—Fats.

## GRADE VI.—

## LITERATURE

**Literature**—Horatius.  
**Memorization**—Choice of: A Country Walk; If I Forget; The Soldier.  
**Oral Reading**—Horatius.  
**Silent Reading**—On Making Camp.  
**Story Telling**—St. George.

## GRAMMAR

(a) **Clauses**—Suggested Exercises: Similar to those suggested under Phrases.  
 (b) **Conjunctions**—Suggested Exercises: (1) Selecting conjunctions joining words; (2) Selecting conjunctions joining phrases; (3) Selecting conjunctions joining clauses; (4) Review combination of Simple Sentences, stressing use of suitable conjunctions.

## COMPOSITION

(a) Paragraphs—(History, Nature Study, etc.).  
 (b) Stories of two or more paragraphs.  
 (c) Little plays—enlargement of direct narration.

## SPELLING

Finish "Demons."

## ARITHMETIC

Problems which necessitate the use of fractions.  
 Percentages— $25\% = \frac{1}{4}$ , etc.

## CITIZENSHIP

Explorations of Eastern North America—Lief Ericsson, Cartier, Hudson, Champlain, La Salle.  
 The Church and the Indians—The Huron Missions; their destruction.

## NATURE STUDY

1. Study of a fish: e.g., Whitefish, Salmon.  
 2. One insect.

## GEOGRAPHY

Mexico: Central America; West Indies.

## GRADE VII.—

## READING AND LITERATURE

**Literature**—A Man's a Man.  
**Oral Reading**—"Gentlemen, The King."  
**Silent Reading**—Napoleon and the British Sailor. Taryary.  
**Supplementary Reading**—Evangeline.  
**Memory Work**—The Well of St. Keyne.

## GRAMMAR

Teach correct use of—  
 (1) Preposition. (2) Conjunction. (3) Adverb.

**SPELLING**

(a) Supplementary Words — 39 — "advertisement" to "suggestion."  
 (b) Review.

**COMPOSITION**

1. Enunciation Work — Apply in memory work — give special attention to final consonants. See text, page 145.
2. Criticism of clippings.
3. Essay work continued — Nature of essay adapted to need of class.
4. Use of the apostrophe. See text, page 213.

**CITIZENSHIP****Early British Period**

(a) Beginning of British Rule — (1) Murray and Carleton. (2) Quebec Act.  
 (b) The Loyalists — (1) American Revolution. (2) Treatment of Loyalists in States and in Canada. (3) Request of Loyalists — Constitutional Act.

**ARITHMETIC**

Simple Interest; Bills and Accounts.

**GEOGRAPHY**

April to May 15th (or thereabouts) — Africa, as outlined.

**PHYSIOLOGY AND HYGIENE**

General prevention — habits of personal cleanliness — wash hands before meals — use of individual cup and towel — use of a handkerchief — refrain from spitting, etc. — keeping up a high resistance to disease — become immune if possible through vaccination or inoculation — detection of early cases — disinfection of linen, dishes, etc. — quarantine — pasteurization of milk — protection of water and food supplies — destruction of flies. (Lister).

**GRADE VII.****ARITHMETIC**

April-June: Review.

**READING AND LITERATURE**

Cover remainder of course.

**AGRICULTURE**

Farm management.

**GEOGRAPHY**

Trade routes; standard time; tides.

**HYGIENE**

Cleanliness, Exercise, Rest.

**CITIZENSHIP**

(See March).

**LANGUAGE**

Review: (1) Principal parts of the verb. (2) Parsing of words. (3) "Who" used interrogatively or as a conjunctive pronoun refers to persons only; "which" used conjunctively to animals and things, but interrogatively to persons and things. (4) Past participle form requires auxiliary to make a tense. Past tense does not require auxiliary, e.g., not "I seen," and not "He has went." (5) Verb "to be" is preceded and followed by nominative case. (6) Not to use "them" as an adjective.

**ART**

Tree Poster. Picture — Pilgrims going to Church.

**Classroom Hints****RURAL TEACHERS — HERE'S JUST WHAT YOU WANT AT NOMINAL COST**

RURAL schools will find of special interest two types of material which may be obtained at nominal cost from the School Service Department of the National Geographic Society.

As a contribution to the enlivened teaching of geography in rural schools, the Society recently announced it will send packets of ten different copies of the National Geographic Magazine, TO RURAL SCHOOLS ONLY, upon payment of 50 cents to defray cost of packing and carriage charges.

The National Geographic Magazine is edited from the standpoint of permanent value of its contents. Hence 10 copies of The Geographic, containing some 35 authoritative and interesting articles on world lands, peoples and explora-

tions, and more than 1,000 illustrations, many of them in color, form the nucleus of a working geography library.

The Society requires that teachers sign a blank stating The Geographics are for school use, so that back copies at this price may not fall into the hands of commercial dealers, and these blanks may be obtained by addressing the Society's headquarters, at Washington, D.C.

The Society also publishes weekly illustrated Geographic News Bulletins, 5 bulletins to a weekly set, which are issued for 30 weeks of the school year. These Bulletins are prepared from the standpoint of giving the geographic, historic and scientific background of news events, and have from 6 to 10 illustrations each week. Hence they are widely used in current events classes as well as in geography, history and social science studies.

They may be had, BY TEACHERS ONLY, upon application to the National Geographic Society's headquarters, Washington, D.C., and a remittance of 25 cents to cover the cost of handling and mailing the 30 issues should accompany the request.

**THE LEGISLATIVE ASSEMBLY**

(Requested)

To give a graphic account of the Provincial House, draw a rectangle of about 3 by 4 proportion on the blackboard. To the north end add a narrow strip with a single row of seats and label it "Speaker's Gallery." To the south end add a somewhat wider strip with a line of narrow tables and chairs, and label it "Press Gallery." To the west and east sides add wider strips and label them, respectively, "Members' Gallery" and "Public Gallery." In the middle of the rectangle insert (diagrammatically of course) a long table running lengthways, with the Mace resting at the north end of it. South of this table is another smaller one, where the Clerk of the House sits. At the south end of the chamber there is a dais with a fine chair upon it, in which the Speaker of the House sits. He has a little table beside him for his hat, papers and a glass of water. Set against the south wall on either side of the dais are two benches where the page-boys sit waiting for members to signal them to bring or carry books, papers, notes, etc. Facing the centre table on the east side are the Government Benches. They are not benches, but comfortable swivel chairs, each with its commodious desk in front. They are in three rows. The eight places at the south end of the front row are occupied by the Ministers. At the north end the rows are curved in a little to face the Speaker. On the west side, the Opposition Benches, while still in rows, are divided into four blocks. Beginning at the south end we have the Liberals, eleven in number, with G. H. Webster, of Calgary, as leader; next are the six Conservatives, led by D. M. Duggan, of Edmonton; next the four Labor members, led by Fred White, of Calgary; and finally the three Independents, who have no leader. The two rows of Opposition Benches also curve in a little at the north end, so as to face the Speaker.

There are altogether sixty-five members of the Legislative Assembly. The Speaker is the same as in the last Assembly, Mr. G. N. Johnston, of Coronation. The Ministers are as follows:

Premier, Provincial Secretary and Minister of Labor: Hon. J. E. Brownlee.

Attorney General: J. F. Lymburn.

Agriculture and Health: Geo. Hoadley.

Provincial Treasurer, Minister of Lands and Mines: R. G. Reid.

Public Works: O. L. Macpherson.

Telephones: V. W. Smith.

Education: P. E. Baker.

Without Portfolio: Mrs. Walter (Irene) Parlby.

Description of the Assembly would be incomplete without mention of the Sergeant-at-Arms, who has his chair and table at the north-west corner, and who calls the members to order for opening prayer and dismissal of sessions, and who removes the Mace from the table when the Speaker is not occupying the chair.

When the House is in Committee, that is to say discussing its business without the formality of set speeches, the Deputy Speaker sits at the table of the Clerk of the House and conducts the affairs, while the Speaker takes his ease at his desk in the Government Benches. The Deputy Speaker is Mr. M. C. McKeen, of Lac Ste. Anne.

**GRADES V AND VI COMPOSITION**

"Yes, I can remember the night," said Santa Claus. "I brought you a sled, didn't I?"

"Yes, and you brought Otis one, too," replied Joel.

"Mine was red and had 'Yankee Doodle' painted in black letters on the side; Otis' was black, and had 'Snow Queen' in gilt letters."

"I remember those sleds distinctly, for I made them specially for you boys."

"You set the sleds up against the wall," continued Joel, "and then filled the stockings."

This little passage, from one of Eugene Field's stories, is given to illustrate proper use of quotation marks. Write it upon the blackboard, and discuss its form so as to bring out and list the following points:

1. We show that a different person begins to speak by commencing a new paragraph.

2. The quotation marks are intended to show exactly which are the spoken words. You can make this clear by asking Jack where his lunch pail is.

Write down his answer like this: My lunch pail is in the cloak room, said Jack. Then ask Mary to draw a ring round the words which she heard Jack say. Then tell the class that a ring round the spoken words would be untidy, hard to print, etc., and that the quotation marks do just as well.

3. The punctuation marks after Claus, and after Joel, are what would be after "night," "too," "wall," if the speeches were not interrupted. (But question and exclamation marks remain with the question or exclamation.)

4. The second quotation mark in a pair comes after any punctuation mark, such as the comma, period or question mark.

#### Exercises

1. Place the quotation marks correctly in the following conversations:

##### A

Nonsense! said the pine tree, in a tone of assumed bravery. No one would venture into the forest at such an hour.

Indeed! and why not? cried a child's voice. Will you not let me watch with you for the coming of the Prince?

Will you not chop me down? inquired the pine tree, gruffly.

Will you not tear me from my tree? asked the vine.

##### B

Tell us, O Pine-tree, what do you see in the east? cried the vine. Has the Prince yet entered the forest?

The east is full of black clouds, said the pine-tree, and the winds that hurry to the tree-tops sing of the snow.

But the city is full of brightness, said the fir. I can see the lights of the cathedral, and I can hear wondrous music.

Yes, they are singing of the Prince in the cathedral, said Barbara, sadly.

##### C

Where are you going, asked the watchman, in such a wild storm, and with such thin, poor clothing.

I am Barbara, and I am going into the forest, said she boldly.

Into the forest? cried the watchman, on a night like this? No, child; you will perish!

But I am going to see the Prince, explained Barbara. They will not let me watch for him in their homes, nor in the church, so I am going into the forest.

\* \* \* \* \*

2. Arrange the following stories in paragraphs and place the quotation marks correctly:

##### D

Mactavish was hungry, so he strolled into a cafe. After looking over the menu he beckoned to the waiter. How much do you charge for the bread? he inquired. We don't charge anything for the bread, replied the waiter. You get that free. And how much do you charge for gravy? continued Mactavish. Nothing, said the waiter; we give you that too. That will do nicely then, answered Mactavish. Bring me a big plate of bread and gravy.

##### E

The showman of the circus museum was explaining his curiosities to a small crowd of listeners, and stretching his imagination dreadfully. You all see this skull? he cried, holding up a small round bone. This is the skull of Christopher Columbus, the discoverer of America. But that is impossible! exclaimed a man in the crowd who was bolder than the rest. Columbus was a grown man, and that cannot be more than a child's skull. Just so, was the prompt reply; I was going on to explain that it is Columbus' skull when he was a boy.

##### F

The gnat was starving. She had sung all the summer, and now the fall had come and she had no food at all. She called upon the ant, her neighbor. Good morning, Mrs. Ant, she said; I wonder if you could spare me a little food over the winter. Times are very hard. I don't think I have any to spare, replied the ant with a shake of the head. There is quite a large family of us here. Oh, please take pity on me, begged the gnat, and I will repay you in the spring. The ant did not like lending goods, for she seldom got them back, so she said: What were you doing all through the summer? I was singing all the summer, replied the gnat. Singing, you say? Well, now go and dance a bit.

\* \* \* \* \*

3. Write short conversations of about five speeches, using proper paragraphing and quotation marks:

- (a) between two dogs, Don and Rover, quarreling over a bone.
- (b) between yourself and a farmer who is looking for lost horses.
- (c) between two horses pulling a load of grain to town.
- (d) between two boys who have found a dollar bill on the road.
- (e) between two farmers making a horse deal.
- (f) between yourself and brother (or sister) discussing lessons you do not like.
- (g) between two turkeys at Thanksgiving time.
- (h) between two farmers, just before grain-cutting begins.
- (i) between a dog and her pup, who gets in the way of autos.
- (j) between two airmen flying over Alberta for the first time.

\* \* \* \* \*

4. Punctuate fully the following stories, arranging them correctly in paragraphs:

##### A

An English merchant in the West Indies had a sugar factory where he employed many negroes a large sum of money was stolen from his office he called together his negroes my friends he said to them the great serpent appeared to me in the night and told me that the man who stole my money would at this very moment have a tiny feather on the end of his nose the thief immediately brushed his nose with his hand to see if the feather was there you are the thief said the master the great serpent has just told me the negro confessed his crime and brought back the stolen money.

##### B

The teacher was giving a drill lesson in geography she noticed that John was not paying attention so she decided to wake him up John she said by what route would you travel from Vancouver to Cape Town I would go first to Vancouver replied John instantly yes and where then said the teacher then continued John I would go aboard the steamer and leave the rest to the captain who should know the way better than I.

##### C

A farmer supplied butter to a baker and in return took bread as he needed it one day the baker complained I have weighed your butter and I am only getting five pounds in place of six you must have been cheating me like that a long time that is quite possible replied the farmer I have no scales at home so I weigh the six pounds of butter against two of your three pound loaves as carefully as I can the baker said no more.

\* \* \* \* \*

5. Improve the style and humor of these little stories by turning the spoken words into direct speech with quotation marks.

##### D

A man walked into a restaurant and called the waiter. He said to the waiter that he supposed the waiter knew the cooking there, and asked what the waiter would advise him to take. The waiter, who knew the cooking was very poor, told him the best thing would be to take his hat and coat and get out.

##### E

Sir John Radcliffe was a famous doctor, and his next-door neighbor was Sir Godfrey Kneller, a great painter. One night some of Sir John's servants stole flowers from Sir Godfrey's beautiful garden. In the morning Sir Godfrey sent a note to Sir John to say that henceforth he would have to keep the door of his garden locked because Sir John's servants were stealing the flowers. Sir John sent word back that Sir Godfrey could do anything he liked with his door except paint it. And Sir Godfrey replied by the same messenger that he could take anything from Sir John except his medicine.

## F

After waiting a long, long time for his meal at the cafe, the tired customer called the waiter to him. He asked the waiter if he was interested in gardening. The waiter said he was, and asked why the customer wanted to know. The customer replied that he supposed the waiter must get a great thrill from watching the worms and snails whizz past.

## A Vocabulary Exercise

Write down the following words in pairs which have very similar meaning:

economy	edifice
domicile	pastor
plunder	residence
conspiracy	instant
bestow	threatening
pastime	building
complaining	give
impartial	recreation
booty	querulous
moment	thrift
plot	just
imminent	minister

## THE ITALIAN IN ENGLAND

(By Request)

**Introduction.**—Italy, as we see it in our maps today, is a compact kingdom, well protected by the sea and the Alps, and surrounded by countries far less powerful (with the exception of France) than herself. It seems hardly possible that little more than eighty years ago Italy was just a patch-work of little kingdoms, principalities and dukedoms, frequently over-run by foreign kings and armies. Yet such was the case, and might still be the case today, but for the patriotism of men like Browning's hero, who realized that the Italians could only defend their land and liberties by joining to form one strong nation.

**The Italian.**—We may think of him as being now a man of about forty. The line "I meant to call a freak of youth this hiding" indicates that he might well pass for a "young buck" doing queer things for a wager, at the time of the adventure. The description of the woman shows her to have been quite mature at this time; and the reference to her children and the father's plans for them would indicate that perhaps some dozen or fifteen years have intervened. The Italian says of himself: "Fast do I grow old and out of strength."

**His Past.**—Picture him as a boy in one of the Lombardy villages, taught by his elders to hate the proud Austrian soldiers who strutted so arrogantly along the sidewalks and perhaps talked contemptuously of the Italians while drinking in the village wineshops. Picture him as a youth, joining the secret society of Italian patriots with his friend Charles; taking with him the oath never to rest till the Austrians are driven over the Alps. Picture him as a man going from village to village in Lombardy, addressing the local secret societies in some deserted building or mountain cave, and urging them to collect arms and ammunition ready for the great revolt against Austria. The revolt takes place; the Austrians are too strong—or perhaps the Austrians get wind of the conspiracy before the revolt can begin. Then there is a search for our young Italian; every farm-loft and barn are ransacked for him by troops of Austrian soldiers with their fierce bloodhounds. Here the poem takes up his adventure.

**The Place.**—You can explain the scene of the incident by explaining "aqueduct" as an open water-channel passing under the road by way of a culvert. Long disused, the channel has become choked and overgrown with fern, wild-rose, etc. One wild-rose completely hides an end of the culvert; within the culvert, "up to the neck in ferns and cress," the Italian hides for six days. How often, one wonders, he has heard the pounding of Austrian horses upon the road right over his head, and peeped out through the rose branches to laugh or curse at them when they have gone by. Now we can understand how he would crouch among the brush as the peasants passed over the culvert, and wait his time to throw his glove at the young woman in the rear of the party.

**Points to Discuss.**—What would be your first impulse if, as you came along with a group of children to school, someone signed to you from a thicket beside the road? Even supposing you did not exclaim, would you keep the thing secret, ask permission to go to the cloakroom for a hand-kerchief and steal away to where the person was hiding? Why do you suppose the young woman was so discreet?

Why did she return later instead of stopping at once? How did she conceal or disguise her movement in stooping for the glove?

How did the Italian spend the hour of waiting? What made him confess so bluntly that he was the man the Austrians were hunting? (Do you think the woman had guessed that?). What reasons were there which might have strongly urged her to earn the Austrian money? (She was looking forward to setting up her own household).

**"The Third Confessional."**—For this country girl the visit to the city was probably quite an undertaking, and it is worth while to follow her graceful rustic figure as she carries out his instruction. With the letter safe-hidden in her bosom she walks into the city. She is too wise even to ask her way, lest someone be inquisitive; but she does not need to do that, for the Duomo—like any European cathedral—is a vast stone church rising far above the rest of the city buildings. She enters at the great front door and sits down. Looking about her she sees along the left wall little stonewalled compartments something like telephone-call stations. In front of the third one rises one of the great pillars which support the roof. (Do not grudge the time to show pictures from the Grade IX history text to illustrate the cathedral atmosphere). Presently the great organ begins the Good Friday evening service, the Tenebrae, and the young country-woman goes quietly to the confessional "between the pillar and the wall." She moves the curtain and enters. Within, she is faced by a carved oak screen behind which sits the priest unseen. In the screen is a little opening, and before that is a kneeling-hassock or cushion. The unseen priest is a member of the secret society of Italian patriots. But it will not do just to push the letter through the opening, for some other priest may be there instead. So she must "give the password" and wait till he "gives the countersign." So she kneels before the opening upon the hassock where other people kneel to confess their sins; and whispers: "Whence comes peace?" The countersign is given, so she delivers her letter, by means of which the priest is to know that the hunted patriot needs help. Her task is done, and she returns to tell the Italian that she has done his bidding, and to keep him in food until the rescue comes. Then he sails to England, there to spend his time devising new means to set his Italy free. It is discouraging work, for his friends at home have lost heart, and Prince Metternich seems more powerful than ever.

**His Three Wishes** show how intensely, after many years, his patriotism still burns, expressing itself in deadly hatred of the Austrian, in loathing for his boyhood friend Charles, who took a job under the Austrian rulers of Italy, and in gratitude towards the one person who had proved true-hearted and loyal when she might have gained much by treachery.

The pupils will be interested to know that in 1848 a revolution in Austria itself drove Metternich out of power, and in the same year the Italians made another effort to drive out the Austrians. They failed again, but eleven years later, with the help of Britain and France, they succeeded in driving them out, and established the kingdom of Italy much as we know it today.

## GRADE VII.—

## SPELLING

## Dictation, etc., on Second Term List

Belief in ghosts has gradually disappeared during the last century. The governor makes frequent trips by automobile to the various colonies; he possesses an excellent knowledge of foreign languages. Experience is necessary to succeed in sciences. The prophets of ancient times were not all warriors or shepherds. You may compel him to drive the carriage back to the scene of the accident. On his first appearance, he was introduced to the Senate by a member of the opposite party. By earnest effort he will probably succeed.

(Scoring: Maximum 100. Deduct 3 for each error on words in the list, 1 for each error in the following words—belief, knowledge, member, effort; and 2 for any other mistake).

In the same list, find words which mean—hide (something), someone you know, to command to appear, to buy, good or gain that results from something, to know on seeing again, of great value, something that cures or relieves, to point out, in the past.

In the same list, find words which are opposites of—final, reveal, omit, moderate, suddenly, vend, undesirable, dissuade, stranger, domestic. (Some of these admit reasonable alternatives, e.g., dissuade, advise, encourage, compel).

### WOODWORK FOR THE SCHOOL FAIR

To those who are interested in the manual training of the boys we offer, in addition to the suggestions made in the September, 1929, Magazine, the following idea:

**Dinner Wagon**—An excellent piece of furniture was displayed in 1928 at the Fort Saskatchewan Fair—the authentic work of a 13-year-old boy. It requires the following materials (fully planed lumber):

- 4 pieces of  $2 \times \frac{1}{2}$  in. doorstrip, 34 in. long.
- 4 pieces of  $2 \times \frac{1}{2}$  in. doorstrip, 18 in. long.
- 4 pieces of  $1 \times 1$  in. doorstrip, 30 in. long.
- 4 pieces of  $1 \times 1$  in. doorstrip, 14 in. long.
- 2 pieces wallboard (3-ply wood),  $33 \times 18$  in.
- 4 pieces  $2 \times 2$  in., 26 in. long.
- 4 box casters (wooden rollers preferred).

Having cut the wallboards carefully to measure, mark off with the end of a  $2 \times 2$ , a square at each corner of both boards, and cut these out.

The doorstrip pieces are to form the rims of the trays of the wagon. Try them carefully round the wall-board pieces to see that they make neat corners.

The  $1 \times 1$  in. pieces are to be nailed within the rim, flush with the lower edge, to support the wallboard and whatever it has to carry. They are made short because they must not interfere with the little squares which you cut out in the first place. Having checked the fitting of the doorstrip pieces and attached the  $1 \times 1$  in., assemble them into frames. The long sides cover the ends of the short sides.

Attending now to the  $2 \times 2$  in. These four pieces are to be the uprights. Be sure they are equal and their ends square. Attach the uprights inside the corners of the tray-frames just made so that the upper edge of the top tray-frame is level with the top of the uprights, and the upper edge of the lower tray-frame is 10 inches from the ground. If you have shown reasonable care in measurement you now have a neat, true-lined piece of work in which all that remains to be done is to lay in the wall-board pieces better side up, and fasten them with small flat-headed screws to the supports. Now turn the wagon upside down and screw the casters on to the four feet.

Have you got the architectural idea now? If you have, I want to suggest a rather easier way of assembling the wagon. Make the end-units first, i.e., nail the short pieces of doorstrip in place on the uprights, then fasten the end-units together by nailing on the long pieces of doorstrip. (This method enables you to drive all your nails into the  $2 \times 2$ .) Use finishing nails throughout, and grease the points if you want to be sure of not splitting your strips. After bevelling the exposed end-edges of the uprights, and sandpapering the corner-joints, apply all over a good wet coat of black or walnut wood-stain, and leave this on until you find (by wiping a little off) that the soft part of the grain is deeply dyed. Then wipe off all that will come off, and let it dry before applying a clear varnish.

This sounds laborious, but any average boy can do it, and when he is through he has made something which will do the work of a \$30 article, save thousands of steps for his mother, and be an ornament to any farm home. If a boy doesn't get some of this kind of work, his education is certainly lopsided.

### HOLLAND AND THE HOLLANDERS

By PETER KEYSER, B.A.

(Excerpt from *The Gateway* (University of Alberta) Literary Supplement.

#### Holland as an Industrial Centre

Holland is a busy land, and although I am a Hollander myself I think I can say without bias that Holland is the busiest place I have ever seen. There is only one per cent of unemployment at the present time. Dutch shipping, financing and the Dutch East Indies have much to do with this. That gives them a monopoly of quinine and kapok, and 40 per cent of the world's rubber.

Then Amsterdam is a great tobacco, coffee and tea market, her oil and gasoline trade is aggressive, and in this city is located the world's diamond market. Rotterdam and Amsterdam are two large seaports, especially Rotterdam, where in one week more than 300 or 400 big ocean liners come in.

Holland's 2,200 miles of canals are filled with motorboats carrying farm products to market. The streets of Rotterdam, Amsterdam and other cities are thronged with wagons and trucks hauling these products. The market places are "up to date." The seating places for the buyers are built as theatres in modern cities. During those market-periods there is not one word spoken. Everything is done with "electricity," in other words. Every buyer has his regular seat with number, and in front of his seat is a rubber button. When he buys, for example, a carload of potatoes, he pushes the button and a big hand upon a clock, which is in the centre of the marketplace, stops and announces the price, while upon another switchboard the number of his seat appears. With such a system there are thousands of carloads of products sold in a very short time.

#### Farming in Holland

Nearly all Holland farmers are specialists. To a Dutch dairy farm, a cow that gives less than 9,000 lbs. of milk yearly is a poor specimen. After you have seen a field of 20,000 rhododendrons, 30,000 hortensias, 50,000 roses and 10,000 peonies, you know that Boskoop is not a town, but a flower garden.

During the summer months, before 9 o'clock in the morning, the flowers are cut and at noontime you buy Dutch flowers on the streets in London. Shipment takes place by aeroplane.

Holland, with 12,648 square miles, and a population of 9,000,000 people, exports annually about \$213,000,000 worth of butter, cheese, eggs and other animal products, or more than enough to balance her cereal and other agricultural imports.

Every bit is in cultivation. No farm land is idle. It is worth \$400 to \$600 an acre, and must be kept busy producing something. At the present time a staff of the best civil engineers is working to push the sea away and reclaim 500,000 acres of new land from the Zuider-Sea. This work, which is known as one of the greatest undertakings in Holland's history, is expected to be completed in 1932.

A large part of the farm land lies from five to fifteen feet below sea level. The 10,000 windmills of former years have been largely replaced by electrical pumps, which are busy night and day keeping this land above water and maintaining the right level in the canals.

Each square yard of land is put to the use to which it is best adapted. Whether it is for the production of butter, eggs, cheese, bacon, truck crops, potatoes, cut-flowers, garden seeds, bulbs, strawberries, sheep or nursery stock, the whole process is done according to the best known methods.

Tender truck crops, tomatoes, lettuce, cucumbers, strawberries, grapes and various others, are grown under glass. There are localities where the whole landscape seems to be a big glasshouse. If I were to return to Holland five years from now, I should expect to find the country completely parcelled out in the most methodical manner, so many acres covered with glass, such and such areas reserved for potatoes, rye, buckwheat, flax and sugar beets, so many thousand acres for narcissi, hyacinths, gladioli and tulips, and an allotment of standing room for cows and pigs, while people, streets, buildings, canals and railways would have to find space as best they could.

Holland is practically on a free trade basis. Her farmers have to stand on their own feet, without government props, subsidies or bottle feeding. They have learned how to do it. They are sending thousands of tons of cheese, butter and eggs to Germany, although Holland's density of population is nearly double that of Germany's.

There is a vast difference between the German and Dutch farms along the German-Holland frontier, and it is all in favor of Holland. Every bit of worth-while information gathered by Dutch investigators promptly filters down to the most remote farms, and the farmer takes note of it, and puts it into practice if it fits his case.

#### Civilization and Liberty Age-old in Holland

There was once a time that Holland was the very centre of modern European history. The debt which civilization and liberty owe to the Dutch is greater than that due to any other race, however little it may be known and acknowledged.

Some scribbler, the other day, who knows little of what they were, and nothing of what they are, has called them an effete nation. Nothing can be more untrue. They are fortunately disabled from wasting their substance on militarism, and they are, and I trust will be, protected by the

public conscience of Europe, as they should be, in so far as political wisdom goes for anything—by the persistent goodwill of Britain. But I do not find that in any department of enterprise and of intellectual vigor, the Dutchman of today is behind any European nation whatever.

In the early days of the Republic, Holland, and especially Amsterdam and Rotterdam, held the printing-presses of Europe. From Holland came the first optical instruments, the best mathematicians, the most intelligent philosophers, as well as the boldest and most original thinkers.

From Holland came the new agriculture which has done so much for social life, horticulture and floriculture. Holland is the origin of scientific medicine. The Dutch taught modern Europe navigation.

When thinking of Holland, don't think of the wooden shoes only. These are worn by farmers or some people living in small villages, who are keeping up the native dress. Dutch ladies are dressed "up to date," and mostly make their own dresses at home.

#### SOHRAB AND RUSTUM

**Groundwork for the Study**—Refer to the history course, where the Persians are credited with having saved civilization by holding back the warlike hordes of the North. On a map point out Persia and Samarcand (capital of the Tatars), and the place of encounter at the Oxus River which flows into the Sea of Aral. These things are not the essence of the poem, but they help to bring the story down to earth instead of leaving the class in a nebulous fog-bank. While the heroes and the incident belong to legend, it is really satisfying to be able to locate them in time and place.

Then get the rather confusing names sorted out, in parallel columns, as Tartar or Persian—so that we know what we are reading about.

#### Tartars

Afrasiab, King of Samarcand.  
His daughter, deserted wife of Rustum.  
Sohrab, their son, who is seeking his famous father.  
Peran-Wisa, aged commander-in-chief of the Tartar army.  
Haman, second in command. (Barely mentioned).

#### Persians

Kai Khosroo, youthful king.  
Ferood, commander of the Persian army.  
Gudurz, one of the chiefs.  
Rustum, champion of the Persians.  
Ruksh, his warhorse.  
Zal, aged father of Rustum, living beside the Helmund near the Afghan border.

It will be some relief to the pupils to know that these are the only people who figure at all in the narrative, and it is fair to tell them that in advance, so that they don't dissipate energy and interest in trying to master the profusion of Oriental names with which the poem is all too thickly strewn.

#### I. Sohrab Begs for Single Combat, and Is Granted His Wish. (Ll. 1 to 153.)

The sleeping Camp by the Oxus.  
Sohrab and Peran-Wisa. (Condense each speech into a short paragraph.)  
The armies drawn up for battle. (Note in passing how the Tartar tribes are vividly sketched in few words.)  
The challenge is given by Peran-Wisa.

#### II. The Persians Find a Champion. (Ll. 154 to 290.)

Pale consternation of the Persians. (Simile.)  
Gudurz's suggestion.  
Rustum's discontent.  
Gudurz uses an artful argument.  
Rustum agrees to fight "incognito."  
Relief and joy of the Persians. (Simile.)

#### III. The Champions Meet. (Ll. 291 to 397.)

The place. (Simile.)  
Rustum's disdain (Simile), and his invitation to Sohrab.  
Sohrab's question wakes Rustum's suspicion. His boastful reply.  
Quiet, resolute reply of Sohrab.

#### IV. The Champions Fight. (Ll. 398 to 526.)

Rustum overhasty.  
Sohrab spares Rustum and pleads for peace.  
Rustum's taunt—"light skipping tricks."  
Hand-to-hand fight; darkened sky—Rustum's plume—  
Ruksh—Sohrab's sword.  
The fatal shout: "Rustum!"

**V. Father and Son Talk at Cross Purposes.** (Ll. 527 to 691.)  
Rustum's taunt, and Sohrab's reply: "Rustum shall avenge my death."  
Sohrab weeps for his mother left desolate. (How does this speech shake Rustum's incredulity?)  
Rustum recalls the past. (Why had he been deceived?)  
Sohrab shows the proof of his identity.

#### VI. Rustum Grieves over Sohrab. (Ll. 692 to end.)

Sohrab lays the blame on Fate, not on Rustum.  
He makes his first acquaintance with Ruksh.  
He asks to be buried in Seistan. Rustum promises.  
Rustum repents his useless "life of blood." (It is not easy to see what is intended by Sohrab's words in ll. 830-834).

Death of Sohrab. Night falls, camp-fires gleam, and Oxus flows on.

As a literary study this poem of Arnold's is valuable not so much because it is a perfect work of art as because it is a remarkable mixture of good and bad.

The good is obvious; we have a fine story stirringly told in epic style. The language is rich and full of color. The old disgruntled warrior, blinded with his own cunning, is well contrasted with the generous, affectionate boy-champion. The whole poem is steeped in Oriental manners and custom, and draws us into the life of primitive men swarming over the vast face of the deserts to fight wherever fighting is, with club, sword and spear.

#### What Are the Bad Features of the Poem?

I. We often feel that the elaborate similes are either false-sounding, misplaced or too bulgy. Examples:

**False-sounding**—Ll. 302-303. We cannot in the least enhance our image of the encounter of Rustum with Sohrab by thinking of the former as a rich woman lolling on cushions, and of the latter as a drudge with grimy knuckles. Such a simile belongs moreover to Arnold's mid-Victorian London, not to the life of the East three milleniums ago. (Notice also how it is bulged out with two irrelevant lines.)

**Displaced**—Ll. 672-676. At the culminating point where Rustum is confronted with his own seal tattooed on the arm of his son, we are dragged off to Pekin to see how it might have been done (but was not). We are not a little bit interested in the assiduous labors of the Chinese workman, meritorious as these may be. We are concerned with the reaction of Rustum at this stage.

**Too bulgy**—Ll. 111 to 116. The Tartars coming out to battle are compared to a flight of cranes; so far so good. But we are further to understand that they are long-necked, on a grey November morn, coming from this place, flying over that and the other place, and southward bound for somewhere else—none of which adds anything to the power of the simile.

It is in the interests of the pupil's literary growth that we should point out these violations of true art and allow him to examine very critically each major simile as it is met with. If he can find those that ring true and sincere, he is gaining something.

II. The compound sentence has a simplicity which is frequently very effective. We often find it in the Authorized Version as in the famous climax: "Israel is fled before the Philistines, and there hath been also a great slaughter among the people, and thy two sons Hophni and Phineas are dead, and the ark of the Lord is taken." The compound sentence is the sincere, unequivocal language of childhood. Arnold uses it, and often uses it well. But he uses it too often and "lays it on too thick," e.g.,

"But again Sohrab sprang aside,  
Lithe as the glancing snake, and the club came  
Thundering to earth, and leapt from Rustum's hand,  
And Rustum followed his own blow, and fell  
To his knees, and with his fingers clutched the sand. . . ."  
and so on to—

"But he looked on, and smiled, nor bared his sword,  
But courteously drew back, and spoke, and said:—"

If this were one example it would pass for a fine artistic presentation of things happening one after another in a rush; but we find it everywhere, and we have to decide that it is a trick of Arnold's for making thin poetry without much effort.

But we have exhausted the space allotted for carping criticism, and you will have to find out Arnold's other faults for yourselves.

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Secretary-Treasurer.

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# The Alberta School Trustees' Magazine



OFFICIAL ORGAN ALBERTA SCHOOL TRUSTEES' ASSOCIATION

Published on the First of Each Month



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## The A.S.T. Magazine

EDITOR: Mrs. A. H. Rogers, Fort Saskatchewan.

ADVISORY COMMITTEE: T. O. King, Dr. Staples, P. V. Burgard.

SUBSCRIPTION: To School Trustees, \$1.00 per annum.

VOL. I.

EDMONTON, MARCH, 1931

No. 1

### A NEW VENTURE

FOR some years there has been a growing desire on the part of many trustees to have an official organ through which the views of this Association and its members might be brought before the public, a publication where notices, educational news and resolutions to come before conventions might reach the school trustees.

An offer was received from the Alberta Teachers' Alliance, whereby the Alberta School Trustees' Association might purchase space in their magazine, which space would be used as the official organ of the Trustees, and absolutely and independently under their own control. This offer, the details of which were presented to the recent Trustees' convention in mimeographed form, was accepted by that body.

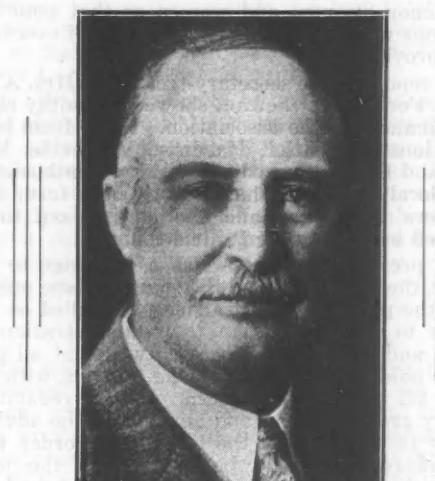
There will, therefore, be no annual report published as heretofore, but the report of the convention will appear in the monthly magazine. A copy of the first issue will be sent to every school district in the province, but subsequent copies will be sent only to those who send one dollar for an annual subscription.

Every district is urged to send in at least one subscription, in order that trustees' news and educational matters may be brought before the members of their board. This is a new venture—for one year—and the trustees' co-operation in the matter of subscriptions is necessary for its success.

\* \* \* \* \*

Mr. H. C. Wingate, of Braeside School District, Cayley, represented the Alberta School Trustees' Association at the annual convention of the School Trustees' Association of Saskatchewan, held in Moose Jaw, February 17th, 18th and 19th, 1931, and Mr. C. E. Haynes, of Parkland Consolidated School District, was the fraternal delegate to the

annual convention of the Manitoba School Trustees' Association, held in Winnipeg, February 24th, 25th and 26th.



T. O. KING, RAYMOND, ALTA.  
President A.S.T.A., 1931-32

\* \* \* \* \*

Among the old friends attending the recent Trustees' Convention was Mr. John Fleetwood, of Lethbridge. Mr. Fleetwood might well be termed the "Father of the Alberta School Trustees' Association," for it was largely through his initiative and enthusiasm that the Association was first organized, something over twenty years ago.

\* \* \* \* \*

The many friends of Dr. J. E. Lovering, Lethbridge, will be pleased to learn that he has returned home from the hospital in Calgary, where he underwent a serious operation on his hand, and is making satisfactory progress.

## The Annual Convention of the Alberta School Trustees' Association

### REPORT OF THE GENERAL SESSIONS AND THE RURAL SECTION

MRS. A. H. ROGERS

#### Opening Session

THE annual convention of the Alberta School Trustees' Association opened in McDougall United Church, Edmonton, on Wednesday morning, February 4th, 1931, with nearly 400 registered delegates and a number of visitors.

Mr. T. O. King, of Raymond, president, was in the chair. Rev. G. H. Villett, pastor of McDougall Church, presided at the organ for "O Canada," and afterwards pronounced the invocation.

J. M. Douglas, Mayor of the City of Edmonton, bade a gracious welcome to the delegates. "I know the serious problems which you have to consider at this annual meeting," said Mr. Douglas, "and how necessary it is that you should arrive at sane and safe conclusions. I hope that your deliberations will be of much benefit to your own communities and to the province at large, and that in these troublesome times you will have the counsel of wise, calm, honorable men and women so that your deliberations will be for the ultimate good of everyone in the province."

The report of the secretary-treasurer, Mrs. A. H. Rogers, Fort Saskatchewan, showed a healthy state of the finances of the association. News from local associations at Stettler, Hardisty, Vegreville, Vermilion and Hanna showed progress and enthusiasm. A new local association has recently been formed in the Crows' Nest Pass, and another is about to be organized in the Grande Prairie country.

The president's address was a challenge to the courage, the endurance and the characteristic optimism of the people of the prairies. He called on the trustees to avoid panic in the administration of schools, and urged school boards, where at all possible, to abide by the terms of the contract with the teacher till the end of the term. Where reductions in salary are imperative and unavoidable he advised trustees to confer with the teachers in order that the readjustment could be made with the least possible disruption to the schools. A round of applause greeted these sentiments.

The address of the Minister of Education, Hon. Perren Baker, was the main feature of the morning session. This address appears elsewhere in the magazine. (See page 42).

The convention was pleased to welcome fraternal delegates from other provinces. Mr. Joe Needham, of Saskatchewan, and Mr. H. N. McNeil, of Manitoba, both presidents of Trustees' Associations in their respective provinces, are old friends to the Alberta Association, while Mr. S. Bowell, of British Columbia, was also a welcome visitor. Mr. Edmund Pinchbeck, of Spruce Grove, brought greetings from the Alberta Association of Municipal Districts, and Mr. J. W. Barnett represented the Alberta Teachers' Alliance.

The meeting adjourned.

#### General Session, Wednesday Afternoon

At the afternoon session, His Grace Archbishop O'Leary gave a very fine address, which will be published in full in a subsequent issue of the magazine.

Mrs. Mary Waagen, when bringing greetings from the Red Cross, emphasized the fact that a firm conviction has grown up among teachers, trustees and parents, that health is the right of every child. Mrs. Waagen briefly outlined the work of the Junior Red Cross in promoting health in the schools and in teaching good citizenship, and besought the continued support of the trustees in this splendid work for the children.

The resolutions committee, consisting of Dr. Staples, chairman; Mr. S. A. G. Barnes, Edmonton; Mr. L. L. Pack, Raymond; Mr. A. E. Carey, Garden Prairie S.D.; and Mr. Francis Halpin, Bow Island, were appointed by the convention, and the chairman presented various resolutions during the afternoon.

A list of the resolutions passed in the general convention is given on page 39 of this issue.

#### Rural Section, First Session

A resolution from Mayerthorpe S.D. asking for the abolition of the tax for school purposes on private cars was considered but lost.

A resolution asking that any school district which wished to assess and collect its own school taxes should be allowed to do so, caused considerable discussion. There appeared to be some misunderstanding in regard to the new legislation which provided for the collection of all school taxes by the Municipal authorities. The opinion of those trustees who have been in collecting municipalities for some time, was unanimously in favor of the plan, while others thought it should be given a fair trial before it should be condemned. The resolution was lost.

A resolution from the Vermilion Inspectorate Association, asking that an attendance officer be appointed in each township, was considered and lost. At the same time there was a decided feeling that in some localities the attendance was not as good as it should be. In Saskatchewan there is a truant officer in every district, which they find to be very satisfactory.

Gifford S.D. submitted a resolution asking for a free clinic to all schools in the province. One of the delegates pointed out that a recent circular from the Department of Health stated that through the co-operation of the Medical Association, schools may obtain medical inspection at a very reasonable rate. The expense to the province of the suggested clinics was prohibitive in the minds of most of the speakers, so that the resolution was lost.

A resolution from Girouxville S.D., asking that *The School Act* be printed in the French language for those districts so desiring it, was put before the meeting, but no one seemed to wish to speak to it, and the resolution was lost.

The report from the Fire Insurance Committee had not arrived so Mr. Needham, of Saskatchewan, was asked to give a verbal report. The official report will appear in a future issue of this magazine.

**General Session, Wednesday Evening**

The evening session was devoted to music. Two classes from the Edmonton schools, under the direction of Mrs. Seller, rendered groups of songs most effectively. Mr. J. S. Atkinson, of the Bureau for the Advancement of Music, Toronto, gave a short address on the advantages of class instruction in music. This was followed by a demonstration conducted by Miss Porter, with two groups of small children, which showed the progress the children had made in a short time and their evident enjoyment and enthusiasm.

Vocal solos were given by Mr. Townend, of Edmonton, and Mr. Marsh, of Medicine Hat.

The meeting closed with the National Anthem.

\* \* \* \* \*

**General Session, Thursday Morning**

The first order of business at the Thursday morning session was the appointment of a board of scrutineers for the elections.

This was followed by the election of the president, first vice-president, second vice-president, and two members elected at large.

It was with deep regret the convention learned of the illness of Dr. Lovering, for many long years a very active member of the executive. By a motion, which was carried unanimously, the secretary was instructed to wire kind greetings and best wishes for a speedy recovery. It pleased the convention to elect Dr. Lovering to the office of first vice-president by acclamation.

A resolution from the executive asking the convention to authorize them to accept the offer of the A.T.A. for space in their magazine to be used as the official organ of the Trustees' Association, was put before the convention, along with an outline of the agreement. In order to give the delegates a chance to study this, the matter was left over till the afternoon before taking a vote. When the matter came up for decision, so enthusiastic were some of the delegates, that a motion to retain the one dollar refund coming from the pool, and to apply same on a subscription to the magazine, was moved, seconded and carried. However, the chairman ruled the motion out of order, and the delegates were instructed to call at the pool for their refund, and to order the magazine from the secretary if they so desired.

The remainder of the morning was spent on resolutions, all of which were carried.

The meeting adjourned.

\* \* \* \* \*

**General Session, Thursday Afternoon**

At the afternoon session, Dr. R. C. Wallace, President of the University, was the speaker. The real necessities for the adequate training of young children in school and the important part played by the teachers in moulding the minds of the younger students were points dealt with in this address.

Dr. Wallace contrasted the lack of intensive training given teachers with that given students taking courses in medicine or engineering.

"Considering present circumstances, the marvel is, not that the work is not as well done as might be expected; rather it is at the efficiency shown," he asserted.

"We are concerned primarily with the machinery of education," Dr. Wallace declared, "but the machinery is only a means to an end. If we lose sight

of everything but the machine, we are not fulfilling our purpose—that of educating the youth of the province."

"There are three sides to this education," he continued. "The first is that of trying to fit our boys and girls better to do their life work; to enable them, in a purely utilitarian fashion, to perform their work better.

"While the daily work of life is not the most important thing, it is very important. If a trustee, whose occupation is that of a farmer, is not a successful farmer, his success as a school trustee is minimized by that lack.

"The second function of education is that of equipping our boys and girls that they may better fulfil their functions as citizens. The third is that of equipping them to unlock for themselves the heritage of thought of all the ages."

He traced the development of education from the view that it was the mastery of environment by man, through the ages.

"The instrument of all education is the teacher," Dr. Wallace stated. "And you, as school trustees, must always seek to make more effective the functions of the teacher in the training of young minds.

"The present conditions do not favor the establishment of teachers in permanent positions. This will come when higher training has become compulsory. There is no question but that wherever conditions will make possible the best teachers in the best positions, to be kept in their positions so long as their utility shall last, will provide the best answer to present teaching problems."

Dr. Wallace concluded by showing the separate needs of both technical and academic training.

A motion, submitted by the delegates of Lougheed school district, that the Provincial Government be asked to take steps to equalize the taxation for the purpose of high schools, with particular regard to the needs of village schools, was defeated, after considerable discussion.

The meeting adjourned to sections.

\* \* \* \* \*

**Rural Section, Second Session**

The remainder of the afternoon was spent in discussion of a resolution brought in by the Urban section, urging the teaching of technical training in a greater number of schools, and asking that arrangements be made to allow credits for this work and that a diploma be given at the completion of a given number of units. Much of the discussion was at cross-purposes, and the resolution was lost. A similar resolution, however, passed the Urban Section, and appears in their report.

The meeting adjourned.

\* \* \* \* \*

**General Session, Thursday Evening**

The evening session took the form of a banquet at which Mr. T. O. King presided.

The special speaker was Dean E. A. Howes, of the Faculty of Agriculture at the University of Alberta, who gave an address, sparkling with wit and humor, on "Our Diversions." Prominent among those present was Hon. Perren Baker, Minister of Education.

"Our urban friends," said Dean Howes, "who have not enjoyed the advantage of a rural bringing

up, and indeed some of them once upon a time were exposed to it, are wont to consider the country youth as suffering from a woeful want in the matter of diversion.

"In this day of automobiles, rural telephones and radio, not to speak of rural community organizations, this commiseration is practically wasted and is by way of disappearing, but it is doubtful if in truth it were ever well-founded."

During the remainder of his address, Dean Howes showed how a self-contained people in Ontario carried on in the early days when there was no railroad near, and when the telephone was more or less of a city novelty; of how they played, at a time when farm life was admittedly more a drudgery than is the case today.

School games were described first, then winter pastimes, including skating with wooden skates, and tobogganing, public school concerts, church socials and picnics, quilting, paring and husking "bees" of the early nineties, and the old time dances.

"Our dances always included a substantial lunch, after which the merry whirl went on until almost daybreak," said Dean Howes. "There is at times a tendency to compare current dances, to their disparagement, with those of the day of the quadrille. Such comparisons are futile and apt to be prejudiced. There is much to be said in favor of present day functions."

The soloist was J. P. Marsh, of Medicine Hat, whose fine singing won rousing encores. Members of the Ladies' Aid of the church served dinner.

The meeting closed with the National Anthem.

\* \* \* \* \*

#### Rural Section, Third Session

The first order of business on Friday morning was the election of the rural member of the executive, and Mr. M. R. Holder, of Vimy Ridge S.D., Stettler, was duly elected.

In the absence of Hon. George Hoadley, who was unavoidably away, Mr. George Black, Superintendent of Boys' and Girls' Work, addressed the convention on School Fairs and Boys' and Girls' Clubs.

Speaking about swine clubs, Mr. Black informed the gathering that there were about 30 swine clubs in Alberta, each having about 10 members, the main object of the clubs being to improve live stock in the province and provide training for the young farmers along the lines of live stock judging. These clubs were very valuable at present, especially as there was a swing back into cattle raising this year, following the bad grain conditions, he said.

Explaining the operation of the clubs and the annual contests, Mr. Black declared that the Canadian Pacific and Canadian National Railways were doing a great service by offering awards to the various clubs, and giving free trips to the Royal Winter Show at Toronto to those taking high honors in the clubs.

The speaker lauded Alberta farm boys for their creditable performance in winning the live stock trophies at the Toronto show recently.

Following his speech, Mr. Black remained on the platform for a few moments to answer questions connected with the formation and activities of the clubs.

The convention followed Mr. Black's address with consideration of resolutions. A resolution dealing with the special grant paid to weak school dis-

tricts, asked that this grant should be paid for 200 days, instead of 160 days. Dr. Ross, Deputy Minister, was asked to speak to this, and said: "The ordinary grant is paid to the school for 200 days in the year. However, the weak schools receive an equalization grant which varies from 20 cents to \$2.80 per day. The Minister and Cabinet have the idea that the children in these weak schools should have at least 160 days or 8 months' schooling in the year, even if it is necessary to give a grant of \$2.80 a day, which amounts to \$448.00 in 160 days, which amount is taken out of the revenue of the province. The equalization grant is not an ordinary grant, but is given over and above the ordinary grant. The question to decide is whether you wish the Department to take your money and hand it over to these districts, or do you think they should be content with 160 days' teaching when the most of the money for that is given by the rest of the province?"

The resolution was lost.

A resolution asking for the payment of the fees of non-resident high school pupils by a government grant, was lost.

The payment of a commission on arrears of taxes by the local authorities, was discussed, and a resolution passed thereon. It was agreed also that all lands, held by non-residents, that are in arrears of taxes, be sold in the near future to prevent the closing of rural schools.

Resolutions asking for larger school grants and for cancellation of school fees and abolition of the Grade VIII examination fee, were all defeated, as well as one asking the Government, through its prison farms, to supply bulbs and cuttings for school districts.

Teachers' Agreements came in for considerable discussion. It was generally conceded that clause 6 gave rise to a good deal of trouble. It was mentioned that in Ontario a new form of contract has been approved by both teachers and trustees. By this contract a teacher may not leave except at the end of a term, nor may a school board terminate a contract except at the end of a term. A resolution asking that the Act should require that each party to the agreement "*shall*" give thirty days' notice, not that each party "*may*" give thirty days' notice; and another asking for the elimination of Clause 6 from the present form of contract, were carried.

The villages asked that at least one representative from farm lands, and one from the village section should be on the school board at the same time, and that the nomination and election of school trustees should take place on different days. Both these resolutions found favor with the convention.

The meeting adjourned.

\* \* \* \* \*

#### General Session, Friday Afternoon

At the afternoon session, announcement was made of the names of those elected to the executive, representing various sections of the convention.

Dr. Bow, Deputy Minister of Health, was the afternoon speaker. Dr. Bow stated that clinics, dental facilities, periodic medical examinations, the teaching of health rules and the safeguarding of milk and water, were steps which, if followed, would raise the standard of health in the schools of the province.

Emphasizing the necessity of proper health services in the rural districts, the speaker asserted that figures showed that in districts where there was no organized service the death rate among children was in excess of eight per 1,000 population. "The most serious problem is the lack of efficient organization and directing of health work, particularly in the small towns and rural districts," he said.

Pointing out the inroads lack of proper medical attention made in the health of scholars, the doctor quoted figures which showed that in the Province of Alberta alone, 30, out of every 100 scholars suffered eye troubles, while 50 out of every 100 were afflicted with defective teeth. This, he explained, was only in districts where proper health services had been neglected.

Tribute was paid by Dr. Bow to the districts which had arranged for a yearly medical examination of students.

Travelling clinics, he said, had done much to educate both parents and children along lines which would lead to ultimate improvement in health conditions. He suggested to trustees of those districts which have not at present an organized health service that they arrange with the local doctors, dentists and the hospital to take care of cases in those particular districts.

During the afternoon, all resolutions that had come in were presented to the convention, and promptly disposed of.

A lively tilt between Mr. Reed, of Tees, and Dr. J. T. Ross, Deputy Minister of Education, put fire-works into the closing session. Strongly supporting the resolution asking that final examination papers be marked by the teacher in charge, Mr. Reed hurled charges which were promptly denied by Dr. Ross.

A resolution asking for the abolition of home work, and another which opposed the employing of married women on the teaching staffs, were voted down.

For well over an hour Dr. Ross answered questions which had been sent in by the delegates to the Question Box.

Calgary was chosen for the 1932 convention, which will be held some time in February, the exact date to be set by the executive.

Votes of thanks were tendered to Dr. Ross for his kindly courtesy during the convention, and particularly in taking charge of the Question Box; to the Mayor and City of Edmonton for courtesies extended; to Mr. John Blue and his staff of the Edmonton Chamber of Commerce for their assistance in making arrangements for accommodation if required; to the church authorities; to A. B. Clark, and W. E. Turner, retiring members of the executive, and to the chairmen of the various sections and committees who handled the convention so smoothly, and to all those who had contributed to the programme.

The meeting closed with the National Anthem.

#### MINUTES OF URBAN SECTION OF THE ALBERTA SCHOOL TRUSTEES' CONVENTION

THE opening session of the Urban Section of the annual convention of the Alberta School Trustees' Association was held on Wednesday afternoon, February 4th, 1931, with an attendance of sixty-four delegates and a number of visitors.

Mrs. W. O. York, of Provost, was elected to the chair, and Mr. Alex. MacGregor acted as secretary.

The following resolution was moved by Mr. Peterson, of Lougheed; seconded by Mr. Andrews, of Sedgwick, and carried:

"Resolved, that the Provincial Government be asked to take steps to equalize taxation for the purpose of high schools, particularly for village schools."

Dr. Carpenter, of the Institute of Technology, Calgary; Mr. C. L. Gibbs, Mr. P. S. Bailey and Miss Florence Hallock, all of the Technical School, Edmonton, spoke on the value of pre-vocational training in Grades VII., VIII. and IX. These addresses will appear in early issues of the *Alberta School Trustees' Magazine*.

The following committee was appointed to draft a resolution re pre-vocational training: Messrs. Casselman, Edmonton; Hammon, Taber; Souch, Medicine Hat; French, Strathmore; Barnes, Edmonton; Moyes, Rumsey, and Miss Bawden, Lethbridge.

The meeting adjourned.

The Urban Section met again on Friday morning, February 7th, 1931, with Mrs. York in the chair, and Mr. MacGregor as secretary.

Mr. C. G. Elliott, principal of Oliver School, Edmonton, and Mr. E. L. Fuller, High School Inspector, gave addresses dealing with the subject, "Transition from Public to High School." These addresses will appear in the Magazine.

Mr. W. T. Tait, of Edmonton, spoke on the topic, "Truancy in High Schools." He expressed the view that the cause of truancy sometimes lay in the attempt to pour too much into immature minds, to teach children beyond their mental capacity, and in discouragement and consequent loss of interest in study. The speaker claimed that the cure is not to be found in repression, but in providing something of interest and within the capacity of the student. Parents have a great responsibility in the development of character and it is the duty of the teacher to assist in this character formation. In this connection the speaker emphasized the important duty which devolves upon school trustees of selecting teachers who are men and women of strong and admirable character in addition to their academic qualifications. Discussion followed.

Votes of thanks were tendered Mr. Elliott, Mr. Fuller and Mr. Tait.

The election of representatives to the Executive of the Association followed, and resulted as follows: **Edmonton**, S. A. G. Barnes; **Calgary**, F. E. Spooner; **Other Cities**, B. F. Souch, Medicine Hat; **Towns**, W. H. Chappell, Jr., Blairmore; **Villages**, Mrs. W. O. York, Provost.

Mr. Moyes moved that the Executive be instructed to provide facilities for the village delegates to meet to discuss their problems. The motion was duly seconded and carried.

The following resolution was moved by Mr. A. L. Horton, of Vegreville, seconded by Mr. H. P. Long, of Vermilion, and carried:

"Whereas, The burden of carrying costs of secondary education is becoming intolerable in the towns and cities of Alberta; and

"Whereas, The failure of the 'rural high school' policy as laid down in *The School Act* has been increasingly apparent; and

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The more difficult the time, the more need there is for school boards to "pull together." We suggest that by subscribing for a trustees' magazine, a most effective means is provided for informing ourselves of what other trustees are thinking and of developing consolidated trustee opinion—the first essential for pulling together.

Please submit the matter to your school board of subscribing to *The A.T.A. Magazine* and remit the sum of One Dollar for each desired subscriber.

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1921	179,092	66,294	57,260	130,152	7,208	2,648,785
1924	400,866	312,463	156,998	195,791	15,181	5,754,629
1927	806,490	672,091	279,055	328,635	40,102	9,044,361
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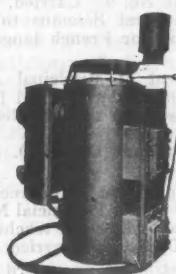
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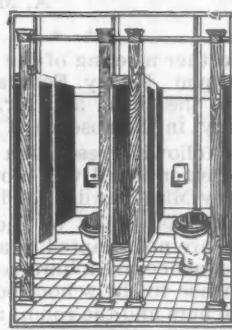
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*"I saw your name in the A.T.A."*

"Whereas, The Department of Education has failed to meet the emergency, which the towns and cities find is crippling them irreparably in a financial sense;

"Therefore this convention approves of the following:

"1. That the Department of Education be asked to proceed at once with the construction of suitable high school buildings in certain selected centres throughout the province, such buildings to be of sufficient size, equipment and otherwise to meet the requirements of secondary education, including not only the academic course, but also technical training, a commercial course and manual training course; and

"2. That the cost of such buildings be borne to the extent of a full one-half by the Provincial Department of Education, the balance to be borne on equitable terms between the urban centres so selected and the rural municipal districts, or parts thereof, adjacent to and included in territory tributary to such urban centres; and

"3. That grants for the maintenance of such high schools be based on liberal terms, taking into account attendance, facilities provided, the qualifications of the teaching staff, the recommendations of the high school inspectors and such other features as may commend themselves to the educational authorities; and

"4. That general taxation for the support of such high schools be distributed on equitable terms within the urban and over the rural districts affected; and

"5. That such general taxation be in the hands of the municipal authorities, urban and rural; and

"6. That in case any urban centre, so selected as abovementioned, already has adequate facilities for secondary education as noted, the Department of Education reimburse such centre for its outlay on reasonable terms, after due inquiry; and

"7. That a copy of this resolution be sent to all the members of the Provincial Government of Alberta, the members of the Legislative Assembly, the Deputy Minister of Education, the Chief Inspector of Schools, the Chief Supervisor of Schools, the executive of the Alberta Teachers' Alliance and the officials presently residing in Alberta of the Canadian Teachers' Federation."

The meeting adjourned.

A. MACGREGOR, Secretary.

\* \* \* \* \*

A further meeting of the Urban Section was held at 3:30 p.m., Friday, February 7th, 1931, with Mrs. York in the chair, and Mr. B. F. Souch acting as secretary, in the absence of Mr. MacGregor.

The following resolution drafted by the committee aforementioned was moved by Mr. Barnes, seconded by Miss Bawden, and carried:

"Whereas, Many of the students in our high schools are not adapted to academic studies and, as a consequence, are a burden upon the school system, an expense to the school board, and a handicap to the teachers and the room; and

"Whereas, Many students leave school before completing Grade XI. with no vocational training;

"Therefore be it resolved: That the Department of Education be requested to continue their efforts to have vocational training such as

Domestic Science and Manual Training taught to a much greater extent than at present, and that the curricula be gradually changed to allow credits for these vocational subjects for Normal Entrance and University Matriculation, and if necessary to reduce the subject matter in some of the academic subjects."

It was moved by Mr. J. Marsh, seconded by Mr. Barnes, that the above resolution be presented to the Legislature. Carried.

It was moved by Mr. Barnes, seconded by Mr. Foy, of Thorsby School District, that our Executive be asked to take up the matter of supervision at noon, with the chief school inspector. Carried.

The matter of high school fees was discussed, and many urban delegates reported charging fees to outside pupils much higher than the statutory fees.

Mr. Souch gave an address on "Night Schools," and in the discussion which followed many testified to the great value of night classes.

It was moved by Mr. Long, seconded by Mr. A. C. Cook, that the address on Night Classes be published in the *Trustees' Magazine*, as well as the minutes of the Urban Section. Carried.

Mr. Atkinson, of Toronto, spoke briefly on musical training.

The meeting adjourned.

B. F. SOUCH, Secretary.

## REPORT OF THE CONSOLIDATED SECTION

W. J. ELLISON, Parkland

THE meeting was called to order at 3 p.m., Wednesday, February 4th, 1931. Mr. C. E. Haynes was elected to the chair and Mr. W. J. Ellison as secretary.

The following delegates were present: W. L. Pette, Alix; E. Williams, Barnwell; G. Purcell, Enchant; B. Bujold, Fahler; Mr. Coley, Clyde; E. R. Jackson, Consort; A. Farnsworth, Cassel; Mr. Oberg, Forestburg; W. Rockenbach, Wrentham; A. MacKenzie, Coaldale; J. C. Hillman, Hastings Coulee; S. O. Lowther, Parkland; W. J. Ellison, Parkland; C. E. Haynes, Parkland; L. Roy, Donnelly.

The following resolutions were discussed:

1. Resolved that Section 15, Sub-section (c), Page 6, of *The School Act* be amended to read as follows: "Able to read and write the English language."

—Caledale Con. S.D. No. 9. Carried.

(This was amended in the General Sessions to read, "Able to read and write the English or French language," and carried.—Editor's note.)

2. Resolved that the Department of Municipal Affairs be requested to forego the 5% commission charged for the collection of arrears of school taxes under the Tax Recovery Act.

—Retylawn Con. S.D. No. 4; Enchant Con. S.D. No. 47. Carried.

3. Be It Resolved that this Convention go on record as being opposed to the closing of any of the Provincial Normal Schools merely because of an overabundance of teachers.

—Clyde Con. S.D. No. 67. Carried.

4. Be It Resolved that this meeting go on record as being opposed to married women being retained on the teaching staffs of any school in the Province of Alberta under present economic conditions unless such teacher is dependent on the income therefrom for her livelihood.

—Clyde Con. S.D. No. 67. Carried.

5. Resolved that the boundaries of any school districts should not be changed by the Minister or the Department of Education without the consent of the ratepayers of the said district. —Fahler Con. S.D. No. 67. Carried.

6. Whereas the boards of trustees of certain Consolidated School Districts in the Province have for years, with the full sanction of the ratepayers as expressed by resolutions at annual meetings, permitted the members of their boards to participate in the van-driving of the districts and receive remuneration therefor on the same terms and conditions as other ratepayers, knowing full well that this is not permitted by *The School Act* as drafted at present;

Therefore, we, the delegates of the Consolidated Section of the School Trustees' Association, in convention assembled, recommend that the part of *The School Act* referring to Consolidated Schools be amended so as to extend to the trustees somewhat the same privileges as to the other ratepayers of the district with regard to participation in van-driving and receiving remuneration therefor.

—Chinook Con. S.D. No. 16. Carried.

7. We, the delegates of the Consolidated School Section of the School Trustees' Association, in convention assembled, recommend that the part of *The School Act* referring to Consolidated Schools be amended so as to make it permissible for trustees of consolidated school districts to receive some little remuneration for actual out-of-pocket expenses in attending meetings of the board.

—Chinook Con. S.D. No. 16. Carried.

(In connection with Resolution No. 7, all the delegates seemed to be in favor of being paid mileage for travelling to and from meetings, on account of the distance in Consolidated School Districts).

8. Resolved that Section 7 (a) of *The School Grants Act* be amended by having the following added thereto:

"Provided, however, that upon recommendation of an inspector, a district whose senior room has not maintained an average of fifteen in grades above the eighth for any term, may be paid a grant, the amount of which shall bear the same ratio to the amount which would have been paid had the said average been maintained that the actual average attendance for the term bears to fifteen." Carried.

Mr. C. E. Haynes, of Parkland, was unanimously reelected to the Executive.

The meeting adjourned.

(Resolutions Nos. 1, 2, 3, and 8 were carried when presented to the General Convention, while Nos. 4, 5, 6 and 7 were defeated.—Editor's note).

#### REPORT OF THE CATHOLIC SECTION

P. V. BURGARD, Calgary

THE Catholic section of the Alberta School Trustees' Association met in the Rose Room of the King Edward Hotel, Wednesday evening, February 4th, 1931, and had a round table discussion of the problems which more directly touch Catholic schools.

His Grace Archbishop O'Leary, who earlier in the day had spoken to the general body of trustees, stressed, in his talk to the Catholic section, the necessity of Catechism being taught in the Separate Schools. "Education," His Grace said, "which leaves out of consideration the training of the will, the building of character, falls far short of what true education means. Teachers should be competent to teach Christian doctrine, and if not competent, trustees would do well not to give them a second term."

Mr. J. T. J. Collisson, Alderman of Edmonton, and a former member of the Separate School Board, in a splendid half hour talk, decried the perfunctory teaching of Canadian history in our schools. "Our past is as colorful as that of any country," said Mr. Collisson, "and quite as full of stirring events. The romantic story of the pioneers of this country is not known to the boys and girls of today and there should be an effort made to instil in them a real appreciation of what their forefathers did in laying the foundations of this new nation of which they are the citizens of tomorrow."

Mr. P. V. Burgard, of Calgary, and Mr. A. Larue, of Winterburn, the retiring members of the executive, were re-elected. In acknowledging the honor, Messrs. Larue and Burgard thanked the members for the confidence placed in them, and assured them all of their continued support in every move which tends toward the betterment of education. Both spoke of the kindly feeling existing among all elements of the Trustees' Association and stressed the importance of the annual convention.

The visiting trustees were the guests of the members of the Edmonton Separate School Board, at a complimentary dinner held in the Rose Room of the King Edward hotel. Mr. Tom Magee, Chairman of the Edmonton Separate School Board, presided. In a few well-chosen words Mr. Magee welcomed the delegates to the city and assured them of any assistance his board might be able to render during their stay in Edmonton.

The principal speaker of the evening was His Grace Archbishop O'Leary. Addresses were also given by Rev. Fr. J. A. McLellan, and Mr. J. T. J. Collisson, of Edmonton; Mr. Larue, of Winterburn, Mr. Burgard, of Calgary, and Mr. Picard, who in a short address sketched the growth of the separate schools in Edmonton during his 44 years' residence there, for 25 of which he was a member of the Separate School Board.

Among the visitors present in addition to the delegates were: Rev. Father Tessier, Pincher Creek; Father Loranger, St. Edouard; Mr. J. J. McLellan, M.L.A., Taber; Mr. J. J. Bowlen, M.L.A., Calgary; and Mr. Robert Crossland, Edmonton.

The dinner tendered was much enjoyed and a hearty vote of thanks was tendered the Edmonton Separate School Board by the visitors.

No resolutions were passed by this section.

#### RESOLUTIONS PASSED IN GENERAL SESSIONS AND RURAL SECTION

Resolved that all lands, held by non-residents, that are in arrears of taxes be sold in the near future to prevent the closing of rural schools. —Plamondon S.D. No. 2696.

Resolved that this Convention request the Department of Municipal Affairs to allow all school districts to retain the 5% on all arrears of taxes collected by them.

—Enchant Con. S.D. No. 47.

Whereas it is generally understood that both board of trustees and teachers should give thirty days' notice of termination of contract to the other party; and

Whereas the present forms of printed contract do not compel the teachers to give thirty days' notice to the board;

Therefore Be It Resolved that the word "may" should be deleted where it first appears in Clause 6 on the printed contracts, and the word "shall" inserted so as to read, "This agreement shall be terminated by either party giving 30 days' notice in writing to the other party."

—Big Gap S.D. No. 3700.

Be It Resolved that Clause 6 in the Teachers' Contract be taken out, making it a straight 30 days' notice both ways when either party to the contract wishes to terminate said contract.

—Athabasca S.D. No. 839.

Resolved that the Government be asked to amend *The School Act* so as to provide that in Village Districts at least one representative of both farm lands and village sections shall be on the board at all times.

Resolved that in case of an election of school trustees in a village district, nominations and elections be held on different days.

Resolved that the maximum allowance to a teacher in case of sickness shall not exceed ten days' pay during a year's service. —White Mud Creek S.D. No. 2407.

In view of the fact that the appointment of the members of the Board of Reference is made by the Lieutenant-Governor-in-Council, and

In order that proper representation of this body on that Board may be made;

Therefore Be It Resolved that this Convention ask that the Executive of the Alberta School Trustees' Association be allowed to select their own representative.

Resolved that this Convention ask the Government to set aside a certain proportion of the revenue from the Natural Resources for educational purposes.

Whereas the question that some kind of publication should exist whereby the views of the trustees could be brought before the public, has been under consideration for some time; and

Whereas a definite proposition has been submitted to this Executive by the Executive of the Alberta Teachers' Alliance Magazine, whereby the views of the trustees may get before the public;

Therefore Be It Resolved that the Executive of this Association be empowered to accept the offer of the A.T.A. Magazine, as outlined in the attached memo.

Resolved that this Convention endorse the following resolutions passed by the First Conference on Library Service:

(a) Whereas there is serious waste and lack of co-operation in the establishment and maintenance of school libraries throughout the province, which, in the opinion of this conference is detrimental to education of public and high school students; and

Whereas no grant is made by the Provincial Government for school libraries, except in the case of new schools, thus placing full responsibility for the creation of school libraries on individual school boards; and

Whereas there is a very definite need for systematic and intelligent selection and distribution of books for supplementary reading by pupils in both public and high schools;

Be It Resolved that this Conference respectfully urge on the Provincial Government the necessity for the immediate restoration of Government aid for school library purposes, and the desirability of administering Government aid to school libraries in accordance with modern practice and needs.

(b) Whereas this Conference is convinced of the need of library education, it is urged that a course in library work be included in the curricula of all Provincial Training Institutions.

(c) Be It Resolved that the Federal Government be approached on the elimination of postal rates on books circulated by libraries or on books circulated between libraries and a general reduction in book rates.

Resolved that all persons before being issued a certificate as school teacher, should be required to pass an examination in First Aid as laid down by the St. John's Ambulance Association, and hold a certificate for same; and

Be It Further Resolved that all schools be provided with first aid equipment. —East Coulee S.D. No. 4396.

Resolved that no person shall be eligible for nomination for school trustee unless he or she is:

(a) A British subject.

(b) A resident ratepayer of the district.

(c) Able to read and write the English or French language.

Whereas taxes for school purposes on oil leases are assessable at the present time, but believing that oil and gas companies are appealing to the provincial government to have this form of taxation cancelled, as reported in the "Oil and Financial Review" of October 11th, 1930;

And Further believing that this form of taxation is not creating an undue hardship on such companies, but is helping in some small measure to bear the cost of education;

And Further, believing that such companies do not pay taxes or support public institutions in any other way and that if relieved of all public responsibility, there would be a tendency for such speculators to be encouraged to monopolize all mineral wealth and not develop the same;

Therefore Be It Resolved that this convention go on record as absolutely opposing cancellation of taxes on oil, gas and mineral leases for school purposes.

—Lethbridge Con. S.D. No. 10.

Resolved that more school inspectors be appointed, so that schools may be inspected more than once a year.

—Weisenthal S.D. No. 679.

Whereas under Section 24 of the School Assessment Act, Clause G, the words "unsubdivided farm lands," are not specific enough;

Therefore Be It Resolved that any parcel of land less

than 5 acres in extent be assessed as a parcel, if within a mile of a hamlet and situated in a village school district, in order that improvements may be assessed.

—Vermilion Inspectorate Association.

Whereas there is a very persistent demand from the School Trustees of this Province for more frequent inspection of schools; and

Whereas a great deal of the inspector's time is taken up by attending to his special duties as Official Trustee of many school districts;

Therefore Be It Resolved that the Department be requested to appoint some other officials of their staff to attend to these special duties, thereby giving the inspectors far more time for their regular duty of inspecting schools, and also enabling the said inspectors to make more frequent visits to the schools in their individual inspectorate.

—Crow's Nest Pass Sub-Inspectorate Assn.

Whereas the Province is passing through very difficult times; and

Whereas many schools are being closed for want of funds;

Therefore Be It Resolved that we ask the Government to eliminate from the School Act, Clause 3 of Section 199, which reads thus:

"Notwithstanding any agreement to the contrary, every teacher in an ungraded school shall be entitled to receive a minimum of salary of seventy dollars per month or eight hundred and forty dollars per year."

Big Bend S.D. No. 809; Girouxville S.D. No. 4352; Boyne S.D. No. 1778; Lethbridge Con. S.D. No. 10; Beela S.D. No. 4360; Gifford S.D. No. 4011; Stanton S.D. No. 1920; Concord S.D. No. 658; Sunnydale S.D. No. 1594; Hazel Grove S.D. No. 3052; Slava S.D. No. 2400; Northern Moose S.D. No. 3581; M.D. Bow Valley No. 219.

Whereas the board of trustees of a rural school district should be better acquainted with the conditions of the school district than any one else; and

Whereas some rural school districts have small children who cannot attend school in winter; and

Whereas the consent of the Minister regarding closing of the school is at times difficult to obtain;

Therefore Be It Resolved, that it be left to the discretion of the board of trustees whether vacation shall be in the winter or summer. —Setting Sun S.D. No. 2850.

Whereas the Alberta Teachers' Alliance have gone on record as in favor of all pupils entering Normal School having at least passed the XII grade;

And Whereas such a recommendation would be a hardship on many pupils and would prevent many deserving pupils from being able to go forward to train for teachers;

Therefore Be It Resolved that this Convention go on record as opposed to any such regulation being passed.

—Chipman S.D. No. 1473.

Whereas the present system of auditing results in final examinations is crude, awkward, unjust to both pupil and parent, extravagant in cash outlay, mercenary and politically corrupting;

Therefore Be It Resolved that we in convention assembled suggest and request that the teacher in charge be required to audit and determine the final results in all departmental examinations, subject to appeal.

—Eureka S.D. No. 717.

Resolved that the Department of Education be requested to return to the school all examination papers after correction.

—Ashcroft S.D. No. 1740.

Whereas the most up-to-date medical authorities place alcohol and nicotine among the narcotic drugs and, as such, injurious to the health of the young; and

Whereas this Convention views with alarm the increasing use of alcoholic and nicotine preparations; and

Whereas this Convention believes it is its duty to discourage the use of any and all things that have been proven by competent authorities to be in any way injurious to the pupils attending our schools;

Therefore Be It Resolved that this Trustees' Association urge the Department of Education of the Province of Alberta to increase the instruction in the study of alcohol and nicotine among all institutions of learning under its jurisdiction to an intensive degree, showing the uselessness and harmfulness of alcohol and nicotine, and strongly advising the wisdom of total abstinence from the use of both.

—Lethbridge S.D. No. 51.

Resolved, that this Convention give authority to the President and Secretary of the Alberta School Trustees' Association to sign the required agreement with the Mutual Insurance Companies.

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## Memo. on 1930 Resolutions

Memorandum on resolutions having to do with matters under control of the Department of Education and the Provincial Government, passed at the Annual Convention of the Alberta School Trustees' Association, held in Calgary, February, 1930.

1. Resolution asking for improved supervision and more frequent inspection of rural schools.

Answer.—"The desirability of having more frequent inspection of rural schools is fully realized, and the Department of Education is anxious to move in that direction as rapidly as conditions will warrant. The inspection staff has been increased by the addition of three inspectors in 1929 and of one in 1930."

2. Resolution asking that inspectors be interchanged every five years.

Answer.—"While it is admitted that in some cases a change of inspectors would be an advantage, it is felt that in the majority of cases more loss than gain would result. It costs considerable money to move an inspector. The inspector has many duties in addition to that of inspection, and in discharge of most of these, an intimate knowledge of his territory is of great value. Until an inspector has gained this, he is at a considerable disadvantage. In the opinion of the Department it would be unwise to adopt a policy of shifting all inspectors every five years."

3. Resolution re more technical education and credits for same.

Answer.—"The Department has outlined requirements for technical training as follows:

(a) Grades VII and VIII—Prevocational Courses. These are in use in both the Edmonton and Calgary Technical Schools.

(b) Two units in Household Science and two in Manual Training. Credits in these four units are accepted for Normal Entrance.

(c) Courses for the first three years in Technical High Schools. These are at present in use in the Calgary Technical High School.

"The requirements for each year or unit of work in each instance are set out in full. In the case of (b) they are printed in the Handbook for Secondary Schools. In the case of (a) and (c) the demand is not great so the courses have not been printed, but a sufficient number in mimeographed form is always available to meet any demand that may arise.

"The University is always prepared to give credits toward matriculation for any unit on which later University courses, such as they offer, can be built. This can not be claimed for most of the courses given in Technical High Schools."

4. Resolution re difficulty experienced by reason of teachers breaking contracts without giving the required notice.

Answer.—"It is difficult to see how the evil complained of can be successfully combated as long as we have thousands of employing authorities and thousands of teachers seeking positions. Any remedy that the Trustees' Association can suggest will be given careful consideration."

5. Resolution arising from the fact that the Provincial Irrigation Act permits sale of land to recover arrears of irrigation taxes thereby cancelling all other taxes such as school and local improvement taxes. It was asked that legislation be made to hold such land still responsible for the above taxes.

Answer.—"The legislation governing irrigation districts will be under review at the coming session of the Legislature, and the question of disposition of the proceeds of lands sold for taxes within irrigation districts will be given consideration."

6. Resolution asking that where arrears of school taxes are collected by the local authority the five per cent should not be exacted by the Department of Municipal Affairs.

Answer.—"By making application to the Minister of Municipal Affairs, the local secretary can be made the agent of the Minister for the collection of arrears of school taxes. Where arrears are thus locally collected, the five per cent commission will not in future be exacted."

9. Resolution asking that agents for school supplies be required to have their goods approved by the Department of Education.

Answer.—"Under Section 137, subsection (1), clause (m) of the School Act, it is the duty of the board of every district to require that no text-books or apparatus be used in the school under its control, other than those authorized by the Department of Education."

10. Resolution protesting against agents calling at schools during school hours.

Answer.—"Legislation is being introduced making it an offence for agents to offer to sell any goods or merchandise to any teacher during school hours, and providing a penalty for infractions of the law."

11. Resolution asking that the last date for annual meetings in rural school districts be changed from January 15th, to January 20th, in each year.

Answer.—"Legislation covering this is being introduced."

12. Resolution asking for discontinuance of the grant for conveyance in consolidated school districts.

Answer.—"Since the provision of conveyance is one of the basic principles of consolidation, and since every consolidation has been formed with this consideration distinctly in view, and people have been encouraged to provide the superior type of education which consolidation affords, by the expectation that the consolidated district would receive a conveyance grant, it would scarcely seem just, now, to cut off this grant."

13. Resolution asking for omission of all stories and teaching of war in school books and histories in order to build up a peace sentiment.

Answer.—"The Government is in full accord with the belief that the training of the school should make for peace and not for war, and the Department of Education will be glad to have any definite suggestions for the more complete realization of this ideal."

14. Resolution asking for abolition of the beer parlor.

Answer.—"As is commonly known, a petition asking for a plebiscite under the 'Direct Legislation Act' on the abolition of the beer parlor, is now being circulated. Until this has been presented to the Legislature, the Government has no definite statement to make."

15. Resolution re Vocational Training.

(a) That a more intensive effort be made to introduce work of a vocational character into the schools of Alberta.

Answer.—"Courses of a vocational character, for both elementary and secondary grades, as outlined above, in Section 3 of this memorandum, have been authorized, and are in use in Edmonton and in Calgary. The Provincial Director of Technical Education, Dr. Carpenter, is enthusiastically endeavoring to encourage the undertaking of this type of work wherever practicable, and his services are freely available to all school boards wishing advice on this matter."

(b) That the possibility of allowing more work of a vocational purpose to be introduced as a regular part of the school program, be explored.

Answer.—"The authorized courses provide for the devotion of fifty per cent of the student's time to practical manual exercises. It is questionable whether less than fifty per cent of the pupil's time in the elementary grades should be devoted to the ordinary subjects of a common school education."

(c) That at least in the Calgary Normal School an attempt be made in co-operation with the Provincial Institute of Technology and Arts, to train and certificate some teachers for vocational training.

Answer.—"The demand for vocational teachers has thus far not been great enough to warrant any special provision for teacher training along this line. The question is, however, being kept in mind, and will receive further attention."

(d) That more generous financial assistance in the matter of capital expenditure be provided those school boards which are willing to undertake as a regular part of their school work, a reasonable programme of vocational education.

Answer.—"Grants in aid of technical education are at the present time higher than any other school grants, being forty per cent of the salaries of approved teachers, up to \$600.00 per teacher, and a grant equal to twenty-five per cent of the expenditure on approved equipment especially provided in any year, for instruction in commercial, technical or industrial subjects, with a fixed limit of \$4,000.00 in any year."

## NOTICE

Further reports of Convention Proceedings will appear in subsequent issues.

## A Resume of the Address to Alberta School Trustees' Association Convention

Delivered by HON. PERREN E. BAKER, *Minister of Education*

THE Minister of Education, in his address, dealing first with the progress of education, said in part: "Although the percentage of schools operating for one hundred and sixty days or more fell a little short of the record high mark made in the previous year, operation has been well sustained, and the average attendance was the highest this province has ever seen. That, I think, is a matter for congratulation. The enrolment has increased slightly—3,226—I suppose about the normal natural increase. Our total enrolment is now 168,076. Classrooms have been increased by the number of 213, making a total of 5,558 classrooms in operation during the year ending last midsummer. There have been seventy-nine new school districts organized. In the organization of new districts, this province reached its peak of development in 1911, when there were organized 282 school districts. The number then gradually decreased, until the low point was reached in 1925, when only twenty-two districts were organized. Since then the number has gradually increased, the seventy-nine organized this year being the highest number since 1921. Three new rural high school districts have been organized, making a total of sixteen rural high school districts, embracing in all seventy-six rural school districts.

"What we are perhaps more concerned with, as trustees and educationists, is the degree to which our young people are getting the education which we want them to get, and the figures I am about to quote are really more indicative of the progress made than are the number of school districts and the number of pupils. We have always regretted the number of pupils who, having attained the age of fifteen years, the end of the compulsory school period, leave school without getting beyond the lower grades. They constitute a real problem. Progress has been made in its solution. The number leaving school at the age of fifteen without entering Grade VIII, in 1922, was 2,325. Since that date the number has been steadily reduced, and in 1929 we had only 1,158 such pupils, that is, less than half the number in that category in 1922. Again, in 1922, 514 pupils left school at fifteen years of age, having finished their schooling without ever getting beyond Grade IV. In 1929 there were only 62 such pupils.

"When we turn to the evidence furnished by examinations, we find further ground for satisfaction. In 1930, Grade VIII examinations were written in 1,948 rural schools, an increase of 144 over last year, and of 1,062 over the year 1921. I mention rural schools because, of course, in the towns it is the normal thing for pupils to complete the eighth grade. It is in the rural part of the province that, for various reasons, which we need not pause now to examine, education tends to lag behind. The fact that in so many more schools pupils are completing their full eight grades, and writing their Grade VIII examinations, is encouraging proof that progress is being made toward the attainment of our immediate goal—'Grade VIII for every child.'

"The number of rural centres in which some high school work is being done is equally encouraging. This year Grade IX work has been done in 930 rural schools, an increase of 89 over the previous year. Grade X has been taught in 358 rural schools. These figures show that, more and more, our rural young people are not only completing their elementary school course, but also going on into high school work.

"Our total high school enrolment has increased. It is increasing, proportionately, faster than our elementary enrolment. Last year I was able to report that 11.78% of our pupils were enrolled in the high school grades. That record has in turn been broken, for in the year 1930, 12.66% of our pupils were enrolled in the high school grades. These figures are, to me, definite proof that our young people are receiving, in increasing numbers, the advantages of a fair education. I hope that the trustees will go home from this convention, each a missionary in his own community, an apostle of the idea that no boy, no girl, should leave school until he has at least completed the full eight grades of the elementary school, and passed the Grade VIII examination. Just in the measure that this ideal prevails in a community will the result be obtained. There are some communities in which for years practically every child has completed Grade VIII, and a large proportion have gone on into higher work. There are others where you may look over the records from the time the school was organized until the present day, and find never a child passing Grade VIII. There is something wrong with such a community."

Turning his attention to some of the problems in education that are exercising the minds of Alberta people, Mr. Baker stated that school boards which felt that they should do so would be given every encouragement in the introduction of vocational and technical training. Carefully drafted courses have been authorized in woodwork, metal work, printing, drafting, art, household economics, sewing, electricity, motor mechanics, and other technical subjects. The advice and encouragement of the Director of Technical Education were freely available to any school districts wishing to undertake work along vocational and technical lines. The grants paid on account of this type of work were higher than the grants for academic work. The undesirable features in connection with Departmental Examinations were freely admitted, but the speaker was unable to see how, in a province where high school work is done in a great many small schools, the necessary standards could be maintained without the Departmental Examinations. Owing to the difficulty in raising funds, there had been a tendency to reduce teachers' salaries, which in some limited areas of the province had almost amounted to a stampede. No doubt there were districts in which a reduction of salary was warranted, and many teachers, facing the problem with their boards, have generously accepted a reduction in the

salaries which their contracts call for, and gone on cheerfully doing their work. Since teachers' salaries remain almost stationary when times are good, a board should not be too precipitate in reducing them on the approach of hard times. The matter should be approached with sanity and in as generous a spirit as possible. In spite of the difficulty of collecting taxes, owing to the financial depression, operation of schools appeared, to date, to be practically normal. To assist school districts in carrying on, grants which would not ordinarily be paid for several months had been advanced at the close of December, and in districts where it was necessary, grants earned during the present June term would be paid monthly. To further meet the situation, the "Tax and Rates Collection Act," passed in the year 1929, had been brought into effect, making all municipalities practically collecting municipalities. While it was admitted that there were exceptions, the records of the Department showed that in general less difficulty was experienced in financing schools in collecting municipalities than in non-collecting areas, and an appeal was made that all school districts give it a fair trial, before condemning a system that had been in operation for years in about sixty per cent of the municipalities, and in almost every instance had proved perfectly satisfactory.

Dealing with the much-discussed question of changes in our system of rural school administration, Mr. Baker said:

"For years there has been much discussion of the weaknesses of our school system, which are quite apparent. Addressing itself to the problem, the Department of Education took note of the experience of other provinces and countries, consulted leading educational authorities, and after long and thorough study arrived at the inevitable conclusion that the weaknesses from which rural education suffers are in the main inherent in our system of organization, which keeps our efforts divided, whereas for the accomplishing of the task in hand they must be combined. It was realized that in order to be successful any general reform must have a large measure of public support, and in order that the people might become thoroughly acquainted with the remedy suggested, the proposals of the Department were embodied in a bill which was introduced in the Legislature in 1929. Being thus sharply brought to the attention of the public, the bill was widely discussed, but, though it had many warm supporters, by the close of the year it became evident that opinion was still too divided to warrant its passing. A modified bill was introduced, in the session of 1930. This bill was much less sweeping in its scope. It made no provision for a general taxing area, and it provided for the erection of larger units of administration only after a vote of the people within the area affected. It made the division autonomous, it transferred from the local boards to a divisional board, elected by all the people of the division, the control over the teaching staff and the responsibility for paying teachers. The provisions of this bill do not seem ever to have been generally understood, although it was amply discussed in the House, and the daily press carried a full account of what was proposed. The antagonism which had been aroused still persisted, and the bill was not proceeded with. We come now to another session. The revision of *The School Act*, which has been delayed in the hope that sufficient public sup-

port might be evidenced to permit the putting into effect of important remedial measures, will be made at this session, without any provision for the organization of larger units of administration, for it is impossible to move in a matter of this sort faster than the opinion of the people will warrant. I will frankly admit considerable disappointment that, after making such an effort as I have made, and having been able to show the necessity of a change and the advantages of the change proposed, I am now forced to bring in a revision of *The School Act* that leaves the major problem untouched.

"I want to take this opportunity to repeat, even though I may already have wearied you on former occasions with the subject, that while there has been a gratifying advancement in education, we cannot make the rural schools in general very much better than they are today, until we are ready to unite our efforts in larger units of administration. I do not voice this merely as my own opinion, unsupported by that of others—it is the opinion of the entire Department of Education of your province. Moreover, I believe there is not a Department of Education in Canada whose officials do not realize that the hope for any real forward step in rural education lies in the direction of the larger unit. This is recognized in the United States, where state after state is replacing the small local district by the county unit. Practically every student of school administration on this continent says, in the most unequivocal terms, that larger units of administration provide better schools than do small local districts. In New Zealand, in Australia, in England, in Scotland, in Wales and in the countries of continental Europe, the principle has been adopted, and the larger unit is in operation. I reaffirm my strong conviction that the cure for the weakness and the ills from which rural education in this province is suffering, and has suffered for years, must lie in that direction. The equalization of the burden will come with the larger unit of administration. The provision of secondary education, the stabilizing of the teaching profession, the better selection of teachers, the placing of them in schools for which they are best fitted, and the sifting out of the ineffective must all come through the larger unit. It is only in some such way that rural teaching can be made the desirable and dignified occupation that it ought to be. I know of no other way in which the rural schools can hope to hold their fair share of the able, conscientious, well-equipped, experienced teachers, who are now constantly drifting to the city schools or dropping out of the profession. My conviction in this matter is stronger than ever. However, Mr. Chairman, I must not labour the point further this morning. If this convention can suggest some other and more acceptable solution of our problems, I shall be very glad, for something must be done, and I can see no way of giving the rural children a fair chance except through the adoption, in some form, of the larger unit of administration."

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